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ABSTRACT

The administration of the District of Columbia Public Schools has developed a plan for coping with the issues of the 1985-86 school year and achieving long range objectives for the period 1983-87. An outline of the 29 steps of the planning process explaining the input of each relevant division and office, togetyher with a timelines chart, is provided. Promoting a viable and comprehensive instructional program for pre-kindergarten through 12th grade will require progress in the following priority areas: instruction, management, planning, quality assurance, resource development, and relations with the community and the Board of Education. Each of those areas has been analyzed and divided into steps called achievement indicators. Responsibility for each indicator is assigned to an appropriate office within the governing structure. Charts are included which illustrate how far each office has come towards fulfilling the relevant goals. The district will emphasize progress in such areas as: 1) attendance improvement; 2) educational technology; 3) automation of key management functions; 4) mathematics and science instruction; 5) gifted and talented education; 6) foreign language instruction; 7) guidance and counseling; and 8) enhanced secondary school instruction. Monetary and professional incentives, training courses and mentor programs are among the measures designed to improve the quality of instruction overall. (PS)

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Comprehensive Education Plan 1985-86

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Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

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District of Columbia Public Schools

COMPREHENSIVE EDUCATION PLAN

School Year 1985-86

July 1985
Washington, D.C.

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OF THE
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MISSION

To promote excellence by providing a viable and comprehensive instructional program (pre-kindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

TABLE OF CONTENTS

Board of Education iii

Mission ix

SUPERINTENDENT'S STATEMENT 1

CONTEXT FOR EDUCATIONAL PLANNING

Philosophy 5
Goals of the Board of Education 9
Superintendent's Priority Areas 13
General Statement of Long Range Objectives, SY 1983-87 17
Issues for SY 1985-86 29
Planning Assumptions, SY 1985-86 33
Resources 39
Constraints 49
Desired Learning Outcomes 53
Analysis of Test Results 61
Systemwide Targets, SY 1985-86 69

THE PLANNING PROCESS IN THE DCPS

The Planning Process, SY 1985-86 72
Organizational Chart 77

PERCENTAGE OF COMPLETION OF LONG RANGE OBJECTIVES

Instruction 80
Management Improvement 104
Planning 122
Quality Assurance 130
Resource Development 140
Community Relations/Board of Education 156

SECONDARY SCHOOL IMPROVEMENT

Intensive Junior High School Instruction (IJHSI) 165
Secondary Student Progress Plan (SSPP) 173
Secondary School Improvement Program (SSIP) 177

NEW DIRECTIONS

Academy for the Advancement of Teaching 185
Automation of Support Services 189
Comprehensive Attendance Tracking System (CATS) 193
Enriching Teachers' Understanding of Literature 197
Francophone and Hispanic Literature 203
Gifted and Talented Program 207
Guidance and Counseling 213
Intern-Mentor Program 219
Magnet Schools 223
Management Institute 227
Mathematics/Science Project 231
Mathematics/Science Volunteer Programs 235
The Model Elementary Science Program (MESP) 241
Principals' Center 245
School Attendance Improvement 251
Special Education 257

OFFICE MISSIONS, FUNCTIONS AND ACCOUNTABILITY

Office of the Superintendent 262
Office of the Deputy Superintendent 266
Office of Instruction 270
Office for Special Services and State Affairs 274
Office of Management Services 280

MAJOR AREAS OF RESPONSIBILITY 289

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Instruction 296
Management Improvement 315
Planning 331
Quality Assurance 341
Resource Development 349
Community Relations/Board of Education 361

AUTOMATED MONITORING SYSTEM 369

APPENDICES

School Calendar, SY 1985-86 375
References 381

SUPERINTENDENT'S STATEMENT

Superintendent's Statement
Planning Year IV

In recent years, the District of Columbia Public School System has established a widely recognized record of progress. Academic achievement has steadily risen; our city's students are demonstrating their talents and skills in an ever growing variety of scholastic, artistic and athletic arenas; and our graduates, in pursuing postsecondary education and launching careers, are better prepared to effectively compete in today's technological world.

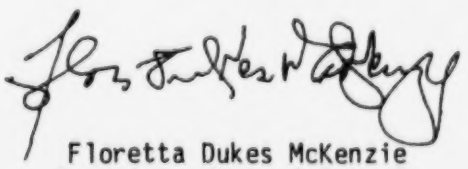
While we are justifiably proud of this emerging pattern of success, we must use these accomplishments, not only as evidence of a job well done, but also as the encouragement and basis for seeking further improvements. This commitment to making each school year better than the last is the ingredient which will sustain our momentum of progress.

The Comprehensive Education Plan for 1985-86 clearly sets forth our approach to making this school year a time of innovation, revitalization and marked progress. This document details the work agenda before us in the coming months as we carry through the efforts begun in areas such as: attendance improvement, educational technology, automating key management functions and improving mathematics and science instruction. Additionally, we must devote particular energy to our secondary schools; the success of major endeavors such as the Secondary Student Progress Plan (SSPP), Intensive Junior High School Instruction (IJHSI), and the Secondary School Improvement Plan are vital to effectively build upon our recent history of student achievement.

In SY 1985-86, as this plan outlines, we also will be forging new strengths in areas such as guidance and counseling, gifted and talented education, foreign language instruction, and teacher incentives as well as instructional and managerial leadership.

"We Earn Our Apple Every Day: Student Success is The Way."

I encourage all school personnel to thoroughly review and use this Comprehensive Education Plan. It is our "map" for making the SY 1985-86 another year of unrivaled accomplishments. Please accept my very best wishes for a most productive and rewarding school year.



Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

Floretta Dukes McKenzie

Photo by Leigh Mosley

Superintendent of Schools
Chief State School Officer

CONTEXT FOR EDUCATIONAL PLANNING

PHILOSOPHY

Philosophy

We believe that every child has an inherent right to an education which will enhance the development of maximum capability, regardless of sex, and ethnic, economic, social or religious background. We believe that every child has the ability to learn, and that we must build on this positive assumption. We believe that every child has an inalienable right to the tools which facilitate the achievement of personal goals and the fulfillment of obligations to society. Therefore, the District of Columbia Public School System pledges itself to meeting this challenge by providing a comprehensive educational program in an atmosphere that is open, concerned, and responsive to the needs of students and the community.

We believe that every individual has certain basic human needs, beyond educational needs, which must be addressed by the schools. We believe that the educational process must provide an environment in which all students are afforded the opportunity to obtain competencies which will help them survive as individuals and as members of society. We believe that the District of Columbia Public Schools must serve as a model for public institutions by providing the best possible educational programs, management systems, personnel, and leadership in attempting to reach its goals. To that end we are committed to the establishment of practices and programs which will insure the intellectual, physical, emotional, and esthetic well-being of all students.

Goals of the Board of Education 1/

- The promotion of a standard of excellence in achievement and endeavor through the establishment of an educational program designed to promote the attainment of knowledge, competencies, and skills;

- The promotion of a standard of excellence in achievement and endeavor through an instructional staff which meets high standards of preparation and performance;

- The establishment and implementation of a system for the continuous assessment and evaluation of the needs and achievements of students, teachers, administrators, individual schools and programs, and the educational support and management systems and personnel of the Public Schools;

- The equitable distribution of available resources and services to all students;

- The attainment of full public support for the school system and its educational programs, including the provision of sufficient resources for the attainment of program goals and objectives;

- The promotion of greater public awareness of the goals, objectives, programs, services, policies, and operation of the Public Schools, including awareness of the results of continuous assessment and evaluation of the school system;

- The promotion of greater public involvement in the attainment of the goals and objectives of the Public Schools.

1/ Rules of the Board of Education, General Educational Policy, Section 700.3.

Superintendent's Priority Areas
SY 1983-87

- Instruction
  - Competency-Based Curriculum/Student Progress Plan
  - Bilingual Education/Language Development
  - Special Education
  - Adult and Continuing Education
  - Application of Educational Technology
  - Organizational Structure of Schools
  - Secondary Education
  - Career Programs - Public/Private Partnerships
  - Career Development
  - Student Services
  - Instructional Supervision

- Management Improvement
  - Financial Reporting
  - Materiel/Logistical Services
  - Energy Conservation
  - Paperwork Reduction
  - Management Information System
  - Labor Relations
  - Management Analysis
  - Facilities Maintenance
  - Safety and Security
  - Reorganization of Central Administration

- Planning
  - Comprehensive Multi-Year Education Plan, SY 1983-87
  - One Year Plan
  - Facilities Plan
  - Public/Private Partnerships
  - Budget Plan

- Quality Assurance
  - Educational Research
  - Personnel/Program Evaluation
  - Student Assessment
  - Research on Educational Technology

- Resource Development
  - Block Grants
  - Corporate Relations
  - Staff Development
  - Zero Base Budget/Annual Budgets
  - UDC/DCPS Partnership
  - Personnel

- Community Relations/Board of Education

General Statement of Long Range Objectives
SY 1983-87

OBJECTIVES	ACHIEVEMENT INDICATORS
I. INSTRUCTION	
A. Within the availability of resources, and based upon the evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Competency-Based Curriculum and Student Progress Plan.	A.1. Modifications, revisions, and refinements in the design and implementation of the Competency-Based Curriculum; A.2. Provision of a comprehensive program of study for grades 9-12; A.3. The design and implementation of revised standards for grading and promotion on the secondary level; A.4. Improved instructional delivery system at all instructional levels; A.5. Expanded staff development opportunities in effective Competency-Based Curriculum strategies for teachers and administrators; A.6. The completion of the second phase of the evaluation of the Competency-Based Curriculum and Student Progress Plan by the University of the District of Columbia and the National Institute of Education.
B. Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading, language arts, mathematics, science, social studies, and the arts.	B. Improved student achievement on standardized tests and other indicators of academic performance.

OBJECTIVES	ACHIEVEMENT INDICATORS
I. INSTRUCTION - (Cont'd)	
C. Within the availability of resources, the Superintendent will ensure the provision of specialized instructional services for bilingual, gifted and talented, and special education students, and adults.	C. Upgraded and expanded programs and services for specialized student populations.
D. Within available resources, the Superintendent will direct the development and application of technology to the solution of problems related to the improvement of classroom instruction and classroom management.	D.1. Establishment of an Educational Technology Office; D.2. Implementation of a comprehensive systemwide Computer Literacy Program; D.3. Utilization of computers and other technologies to facilitate classroom instruction and classroom management; D.4. Planning for future uses of state-of-the-art technologies, i.e., interactive cable television, videodisc, electronic mailbox, teleconferencing, etc.
E. Utilizing feedback on the current grade organizational structure, building base data and trends operational analysis, the Superintendent will direct a study of the school system's grade organization and the development of appropriate recommendations.	E. Documented evidence of school organizational plan developed as a result of school data analysis and recommendations.
F. Through established partnerships with the private sector, designed to complement existing academic programs, the Superintendent will improve educational and career options for secondary school students.	F. Established public/private partnerships, programs in communications, computer science, engineering, business/finance, hospitality and health careers.

OBJECTIVES	ACHIEVEMENT INDICATORS
I. **INSTRUCTION** - (Cont'd)	
G. Based upon the overall goals and objectives of career development, and the completion of the modernization of Career Development Centers, the Superintendent will direct the transition from traditional vocational programs and facilities to a comprehensive career development program.	G.1. The development and implementation of a transition plan for a comprehensive career development program; G.2. An established comprehensive career development program; G.3. Availability of a wider range of career programs in modernized facilities.
H. Considering the need for effective supervision, the Superintendent will strengthen instructional supervision.	H.1. The improvement in the quality of instructional supervision; H.2. The implementation of practices that provide for maximum effectiveness in the utilization of supervisory services.

OBJECTIVES	ACHIEVEMENT INDICATORS
II. MANAGEMENT IMPROVEMENT	
A. In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.	A.1. Timely payments to vendors and internal audit verifications of established appropriated, non-appropriated, and local school funds; A.2. Refined procurement process supported by current state-of-the-art automated support systems and prompt delivery of goods and services; A.3. Reduced operational costs based upon energy conservation; A.4. Increased in-service training opportunities for support services personnel; A.5. Reduction of paperwork through the development and implementation of a coordinated, streamlined, uniform reporting system.
B. Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information.	B.1. A comprehensive plan for the collection, processing and management of data; B.2. Implementation of a Management Information System.
C. In accordance with the guidelines of the Board of Education, the Superintendent will administer current labor-management agreements and direct the negotiation of their renewal.	C.1. Maintenance of good labor-management relations; C.2. Completion of negotiations of expired labor-management contracts.
D. Under the direction and leadership of the Superintendent, management analysis services will be provided to offices, divisions, and regions, to increase the efficiency and effectiveness of selected programs and operations.	D.1. Development of management analysis reports on various programs and operations; D.2. Implementation of approved recommendations; D.3. Increased efficiency and effectiveness of selected programs and operations.

OBJECTIVES	ACHIEVEMENT INDICATORS
II. **MANAGEMENT IMPROVEMENT** (Cont'd)	
E. Within available resources, the Superintendent will improve the maintenance of school properties through increasing the efficiency of maintenance and repair operations.	E.1. Documented evidence of reductions in contract support for maintenance and repairs; E.2. Reduction in requests from Buildings and Grounds supervisors.
F. Recognizing the necessity for an environment conducive to learning, and within available resources, the Superintendent will upgrade the provisions for safety and security.	F.1. A comprehensive analysis of safety and security procedures; F.2. Significant reduction in incident reports.
G. Taking into account changes required by the advent of new technologies, methodologies, and limited financial resources, the Superintendent will examine the organizational structure of the central administration and modify, realign and/or reorganize as required.	G. Modified, realigned and/or reorganized organizational structure.

OBJECTIVES	ACHIEVEMENT INDICATORS
III. PLANNING	
A. Using available staff and resources, the Superintendent will design and implement a comprehensive multi-year plan for SY 1983-87 (including a facilities plan) from which a one year Comprehensive Education Plan for SY 1983-84 will be extracted.	A.1. Completion of multi-year Comprehensive Education Plan for SY 1983-87; A.2. Completion of Comprehensive Education Plan for SY 1983-84; A.3. Updated multi-year plan through the development of annual plans.
B. Using available staff and resources, the Superintendent will design and establish public/private partnerships.	B.1. Conceptual designs for specific public/private partnerships; B.2. Negotiated public/private agreements.
C. In accordance with the Rules of the Board of Education, the Superintendent will develop annual budget plans for the multi-year planning period, SY 1983-87.	C. Annual budget plans for the multi-year planning period, SY 1983-87.

OBJECTIVES	ACHIEVEMENT INDICATORS
IV. QUALITY ASSURANCE	
A. Utilizing available staff and resources, the Superintendent will identify research issues and direct the design and implementation of educational research projects which support the priority areas of the school system.	A.1. Established research projects in identified priority areas; A.2. Reported results of research projects.
B. Using available staff and resources, the Superintendent will design and implement an accountability system which provides for a more objective and effective evaluation of personnel and programs.	B.1. An operationalized accountability system; B.2. Evaluation reports on educational programs.
C. In accordance with the Rules of the Board of Education, and the ongoing assessment and evaluation of the instructional program and student achievement, the Superintendent will establish and implement an approved citywide testing program.	C. Implementation of the approved City-wide Assessment Program and the reporting of assessment data in accordance with the Rules of the Board of Education.
D. Utilizing available resources, the Superintendent will survey the state-of-the-art in educational technology in support of the improvement of student achievement, classroom instruction and management.	D. Research reports on application of educational technology in improving student achievement, classroom instruction and management.

OBJECTIVES	ACHIEVEMENT INDICATORS
V. RESOURCE DEVELOPMENT	
A. In accordance with federal, state, and local regulations, the Superintendent will administer state level block grant programs and monitor the distribution of funds and operation of programs by local education agencies.	A.1. Effective utilization of block grant funds to complement regular appropriated funds for education; A.2. Reports and recommendations on waste, fraud and abuse.
B. Under the direction and leadership of the Superintendent, DCPS will explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs.	B.1. Exploratory meetings/conferences with private sector representatives; B.2. Informal commitments for public/private partnerships.
C. Recognizing the need to upgrade skills, and within available resources, the Superintendent will provide in-service training opportunities for instructional, administrative, and support staff.	C. Provision of in-service training opportunities for school system personnel.
D. Under the leadership and direction of the Superintendent, and through the concerted efforts of offices, divisions, and regions, prepare and submit to the Board of Education a zero-base budget for SY 1984 and annual budgets for the multi-year period, SY 1983-87.	D. Approved zero-base budget for SY 1984 and annual budgets for SY 1983-87.

OBJECTIVES	ACHIEVEMENT INDICATORS
V. RESOURCE DEVELOPMENT (Cont'd)	
E. Recognizing the necessity for coordination and cooperation between publicly-supported educational institutions in the District of Columbia, the Superintendent will further develop the partnership between the University of the District of Columbia and the public school system.	E. Expanded coordination and cooperation with the University of the District of Columbia.
F. In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.	F.1. Documented evidence of review of current supervisory and personnel procedures; F.2. Recommendations for revising and strengthening supervisory procedures; F.3. Implementation of improved personnel and supervisory procedures.

OBJECTIVES	ACHIEVEMENT INDICATORS
VI. COMMUNITY RELATIONS/BOARD OF EDUCATION	
A. The Superintendent will keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools.	A. The timely submission of Board reports, memoranda, bulletins, news releases, general publications, and regular schedule of Board-Superintendent conferences, and community meetings.
B. The Superintendent will support and advocate the policies of the Board of Education to the staff and the public.	B. The issuance of directives and memoranda directly related to Board policies, monitoring of implementation of Board policies, discussion of Board policies in staff meetings and meetings with citizens, and the dissemination of news releases and other informative documents and publications.
C. The Superintendent will increase opportunities for community participation in the educational process.	C. The expansion of formal and informal means for community participation in local, regional and central operations and programs.

Issues for SY 1985-86

- Budget

- Improve Administration/Management
  - Automated Function
  - Teachers (Staffing allocations, quantity, quality; Math/Science Teachers)
  - Facilities
  - Support Services
  - Paper Management

- Building Public Confidence in Schools
  - Safety/Security
  - Second Wave of National School Reports

- Secondary School Student Achievement
  - Attendance/Dropouts
  - SSPP
  - Counseling Service
  - Improving Athletics
  - Success Rate
  - Instructional Support Services to Implement Secondary Student Progress Plan

- Effective Utilization/Maintenance of School Facilities
  - New Uses
  - Future Learning Environments
  - Equal Access (Gifted/Talented)

- Retraining/Recertification
  - Adults
  - Teachers
  - Administrators

- Personnel Evaluations

- Contract Negotiations

- School Health
  - AIDS, Herpes
  - Drug Abuse
  - Policies and Procedures
  - Suicide
  - Pregnancy
  - Asbestos

- Standardized Test Selection Process

- Increased Number of Refugee Students

- Increasing Programs at the Local Schools for the Handicapped

Planning Assumptions
SY 1985-86

- The Superintendent's Priority Areas and General Statement of Long Range Objectives will continue in force during SY 1985-86.

- The Goals of the Board of Education and the Mission of the District of Columbia Public Schools will remain the same throughout SY 1985-86.

- During SY 1985-86, the administrative and grade level organizational structures of the schools will continue to be examined as new factors (i.e., technology, limitations of resources and research in priority areas) are taken into account.

- The SY 1985-86 school year shall include a minimum of 184 regular instructional days unless otherwise directed by the Superintendent in consultation with the Board of Education.

- Enrollment Projections:

	1985-86	1986-87
Elementary	49,208	49,400
Junior High	19,276	19,100
Senior High	16,389	16,200
Special Education	2,900	2,900
Adult Education	18,500	19,500
Other	615	700

- The Competency-Based Curriculum will continue to be strengthened through the extension of the Student Progress Plan to grades 7-12 by SY 1986-87.

- Emphasis will be placed upon improving the instructional delivery system at the secondary level, including the implementation of the Competency-Based Curriculum and revised standards for grading and promotion.

- During SY 1985-86, programs will continue to be developed to serve specialized student populations, including bilingual, gifted and talented, and special education students and adults. Emphasis will be placed on the development and expansion of regional and state-level special education programs and to special education placement in the least restrictive environments appropriate.

- Educational technology will continue to be used to improve classroom instruction and classroom management; computer laboratories will be installed in all schools in SY 1985-86.

- Increased career options for secondary school students will continue to be generated through the development and implementation of public/private partnership programs.

- The assessed needs of students, ranked instructional goals, skills classification catagories, and summarized levels of performance on psycho-educational assessment batteries will be used in establishing an individualized education program (IEP) for each handicapped child, compatible with the established priorities for implementing components of the Competency-Based Curriculum.

- The perceived needs of students, ranked instructional goals, five skills classification catagories, perceived level of performance of the school system as determined through the systemwide needs assessment and the results of students' performance on criterion-referenced tests and norm-referenced tests will be used as guiding factors in establishing system priorities and implementing the Competency-Based Curriculum.

- The provisions of the Education for Economic Security Act (P.L. 98-377) will be a supplement to elementary and secondary school improvement, staff development in priority areas, and will give some assistance to the resolution of asbestos problems.

- A variety of data on students will be available on a restricted access basis at the local school, regional and central levels, including, but not limited to, membership data, attendance data and certain test results.

- Instructional personnel and non-instructional personnel will be allocated on an equitable basis in all regular schools based upon established criteria.

- Allocations of personnel and material resources will be established on the basis of the January projected student enrollment by school, and adjusted on the basis of the October membership report.

- Maximum utilization of facilities and space will continue to be a priority.

- Excess space in school facilities will be available for joint occupancy/leasing or occupancy by other agencies and non-profit organizations.

- The Board of Education will administer six labor-management agreements during SY 1985-86.

- Information/data for administrative research will be consolidated and automated as far as possible to minimize paperwork.

- Research capacity in priority areas will be strengthened through increased coordination with the expanded use of advanced graduate students in area institutions of higher education.

- There will be increases in the per pupil allotments for supplies, materials and equipment at the rate of 20%, 30% and 50% for elementary, junior and senior high schools, respectively. These increases will reduce the impact of inflation on the spending power of funds available for supplies, materials and equipment.

- Instructional supervision and services will be stengthened through effective personnel procedures and increased opportunities for staff development.

- A management information system using state-of-the-art technology will be developed and implemented.

- Operations and procedures of the school system will be reviewed and revised, if necessary, in relation to the established goals and priority objectives and the need for increased efficiency of administrative systems.

- Increased efficiencies in maintenance and repair operations will be realized during SY 1985-86.

- An improved accountability system providing a more objective and effective evaluation of personnel will continue to be implemented.

- Systems development for automated procurement, equipment inventory, transportation and menu planning will continue during SY 1985-86.

- The expected FY 1986 level of funding in the regular budget will be $368,721,000.

- The expected FY 1986 level of funding in federal grants will be approximately $42,333,000 while nearly $2,351,000 is expected from private sources and other grants.

- The percentage of the budget distributed to the major objects (salaries and benefits, supplies and materials, energy and communications, other services and charges, subsidies and transfers, equipment rental) will remain fairly constant.

- High technology applications to management information data will provide schools with computer capability to receive, manage and utilize budget data.

RESOURCES

BUDGET RESOURCES
(In Thousands of Dollars)

	FY 1983	FY 1984	FY 1985 Estimated	FY 1986 Estimated
Budget Resources				
Appropriated Funds	$306,498.0	$326,350.0	$340,652.0	**$359,500.0**
Federal Grants Assistance	42,469.0	41,369.0	43,781.0	**43,580.0**
Private and Other Grants	2,816.0	2,220.0	2,422.0	**2,351.0**
Intra-District Sales	1,498.0	1,983.0	1,808.0	**1,808.0**
Gross Operating Budget	$353,281.0	$371,922.0	$388,663.0	**$407,239.0**
Budget Allocations by Object				
Salaries and Benefits	$296,756.0	$308.884.0	$320,752.0	**$338,310.0**
Other Operating Costs:				
Supplies and Materials	5,299.2	13,038.0	13,227.0	**14,370.0**
Energy, Communications and Building Rentals	24,729.7	20,739.0	19,524.0	**19,201.0**
Other Services and Charges	10,951.7	9,771.0	13,378.0	**15,508.0**
Subsidies and Transfers	7,065.6	14,526.0	12,727.0	**13,352.0**
Equipment and Equipment Rentals	8,478.8	4,964.0	9,325.0	**6,498.0**
Total Operating Budget	$353,281.0	$371,922.0	$388,663.0	**$407,239.0**

Prepared by
Division of Budget
July 1985

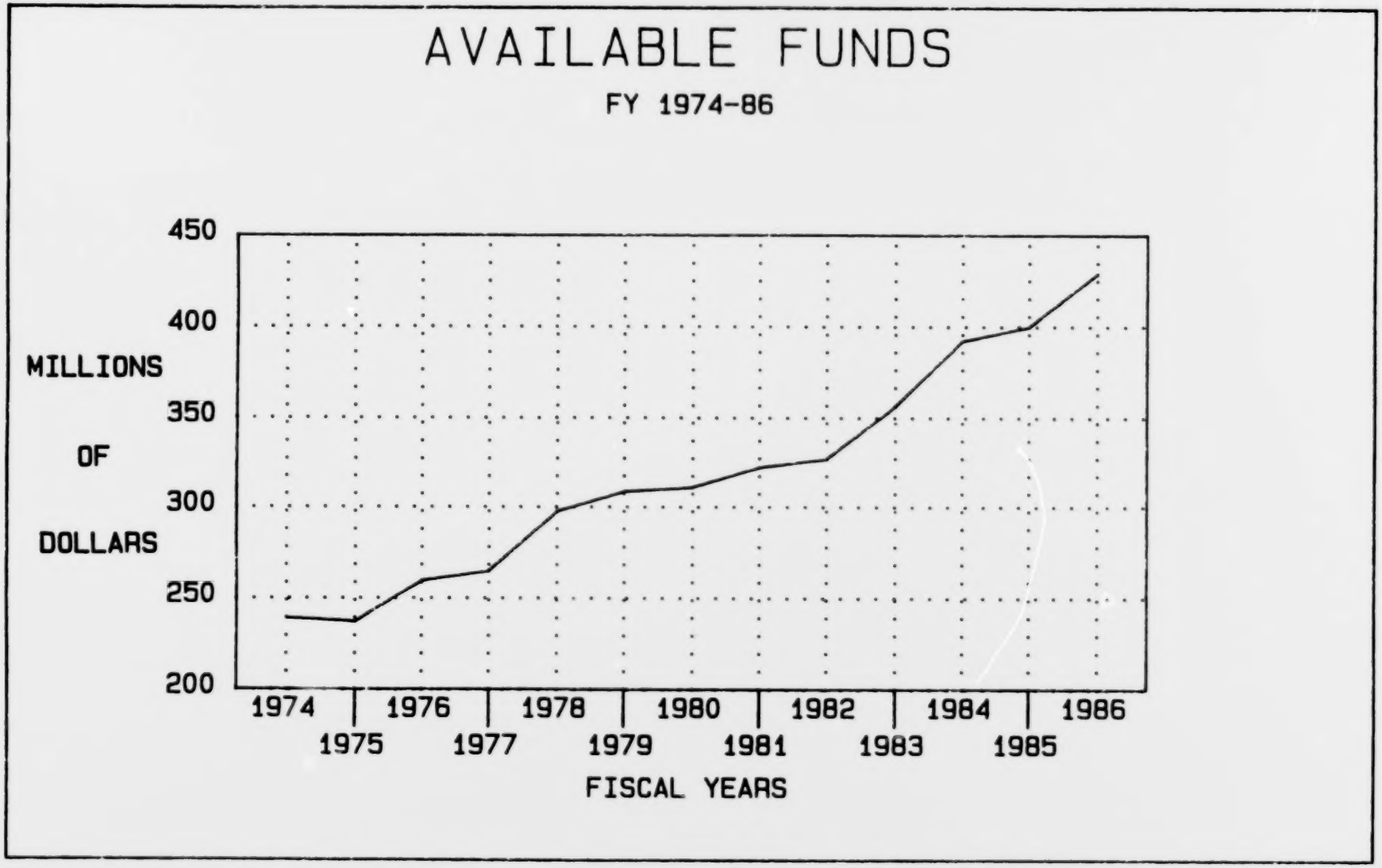
AVAILABLE FUNDS

FISCAL YEAR 1/	OPERATING EXPENSES	CAPITAL OUTLAY	NON-APPROPRIATED FUNDS	TOTAL
1974	$168,919,200	$37,459,700	$32,873,719	$239,252,619
1975	188,673,500	16,942,500	32,279,700	237,895,700
1976	203,980,600	18,057,800	38,175,724	260,214,124
1977	224,787,100	834,000	40,281,535	265,902,635
1978	245,008,600	10,761,500	42,585,100	298,355,200
1979	253,289,100	12,100,000	44,130,300	309,519,400
1980	243,784,500	22,138,900	45,702,800	311,626,200
1981	279,482,800	1,162,500	41,770,100	322,415,400
1982	272,278,300	14,480,000	41,033,000	327,791,300
1983	306,498,000	8,000,000	42,469,000	356,967,000
1984	326,331,000	19,830,000	46,423,000	392,584,000
1985 (Estimated)	340,652,000	11,400,000	48,011,000	400,063,000
1986 (Congressional Submission)	**359,500,000**	**22,504,000**	**47,739,000**	**429,743,000**

1/ Actual expenditures including supplementals, where appropriate, are reflected from FY 1974-85.

Note: Starting FY 1980 Teachers' Retirement, which approximated $22,000,000, was transferred to the City Government.

Prepared by
Division of Budget
July 1985



41

Computer Graphics Prepared by
Division of Program Development and Planning

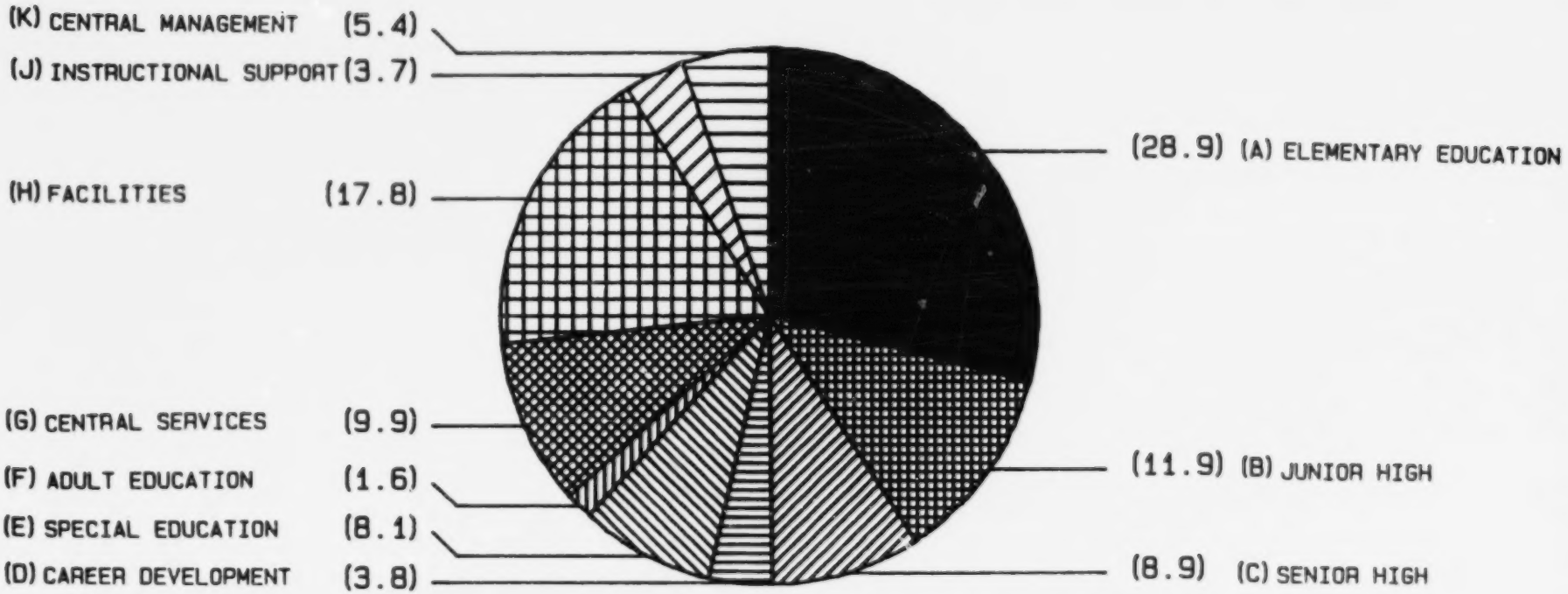
ALLOCATION PERCENTAGES BY CATEGORY FOR FY 83, FY 84, FY 85 AND FY 86

Category	FY 83 Dollars	FY 83 Percentage	FY 84 Dollars	FY 84 Percentage	FY 85 Dollars	FY 85 Percentage	FY 86 Dollars	FY 86 Percentage
(A) Elementary Education	$ 86.8m	28.3%	$ 95.4m	29.7%	$ 99.7m	29.3%	**$104.0m**	**28.9%**
(B) Junior High	36.8m	12.0%	40.3m	12.5%	41.7m	12.2%	**42.7m**	**11.9%**
(C) Senior High	25.9m	8.5%	26.7m	8.3%	30.4m	9.0%	**32.1m**	**8.9%**
(D) Career Development	12.3m	4.0%	12.5m	3.9%	13.2m	3.9%	**13.7m**	**3.8%**
(E) Special Education	23.4m	7.6%	25.1m	7.8%	27.5m	8.1%	**29.1m**	**8.1%**
(F) Adult Education	3.9m	1.3%	4.4m	1.4%	5.6m	1.6%	**5.7m**	**1.6%**
(G) Central Services	32.8m	10.7%	32.5m	10.1%	33.5m	9.8%	**35.7m**	**9.9%**
(H) Facilities	63.8m	20.8%	62.2m	19.4%	64.4m	18.9%	**63.8m**	**17.8%**
(J) Instructional Support	9.8m	3.2%	10.5m	3.3%	12.0m	3.5%	**13.3m**	**3.7%**
(K) Central Management	11.0m	3.6%	16.7m	5.2%	12.7m	3.7%	**19.4m**	**5.4%**
Total	$306.5m	100%	$326.3m	100%	$340.7m	100%	**$359.5m**	**100%**

Prepared by
Budget Division
July 1985

ALLOCATION PERCENTAGES BY CATEGORY

FISCAL YEAR 1986



43

Computer Graphics Prepared by
Division of Program Development and Planning

BUDGET TOTALS BY FUNCTION
APPROPRIATED FUNDS FOR
THE MULTI-YEAR PLANNING PERIOD

	Function	Budgeted Amount FY 1984	FY 1985	FY 1986
A.	Classroom Instruction	$126,673,675	$132,003,124	$138,899,310
B.	Small Group and Individual Instruction	21,869,856	21,505,397	24,566,534
C.	Vocational/Technical Instruction	16,548,523	16,308,802	17,297,735
D.	General Instructional Support	26,789,214	28,458,854	30,413,979
G.	Pupil Services	6,692,202	6,553,822	7,878,393
J.	Curriculum Development	2,165,588	2,072,860	2,320,283
K.	Staff Development	1,026,541	905,433	1,076,783
N.	Food Services	11,753,512	9,829,296	10,253,820
P.	Buildings Operation and Maintenance Services	61,747,785	59,410,060	62,513,163
Q.	Construction Services	400,768	393,026	843,404
R.	Financial Services	2,199,342	2,088,745	2,237,392
S.	Business Services	4,159,397	4,135,524	5,897,588
T.	Transportation Services	6,663,191	7,901,736	7,601,214
U.	Personnel Services	5,127,076	5,106,737	5,315,257
V.	Data Processing Services	1,674,180	1,602,861	2,041,116
W.	Special Services	4,469,705	4,982,655	5,635,969
X.	Internal Accounts	-890,367	7,445,541	3,318,898 *
Z.	Management and Policy	26,929,812	28,145,627	31,389,066
	Total	$326,000,000	$338,850,100	$359,499,904

* This item is the net effect of a negative vacancy adjustment and positive budget figures for a Non-Personnel Contingency Fund, Terminal Leave, Severance Pay, Degree Differential and Sick Leave Buy-Back.

Prepared by
Division of Budget
July 1985

FACILITY RESOURCES

Resources	FY 1984
Elementary Schools	122
Elementary-Junior High Schools	2
Junior High Schools	27
Senior High Schools	14
Special Education Schools	5
Career Centers	6
Adult and Continuing Education Centers	3
Administrative Buildings	2
Management Services Buildings	12
Other Property Involvements	5
Total	198

Note: Birney Annex building released to Metro and approved by Board of Education January 16, 1985.

Prepared by
Facilities Planning Branch
Division of Program Development and Planning

July 1985

Constraints

- All budgets, both regular and federal, will be under pressure for reductions or redirections.

- The delivery of education, health, social, mental health and related services from appropriate District agencies is inhibited by lack of adequate resources.

- There are no public guidelines or formulae for the determination of the share the city resources to be designated for Public Schools. Each year's budget is therefore a random determination by the Mayor and City Council. Lack of such a foundation for long range planning impedes the ability to target those components of the educational program that require priority consideration.

- The Board of Education has the authority to negotiate pay raises but is dependent upon the city to seek the required appropriations for such pay raises.

- The absence of clearly delineated municipal agency accountability and practices regarding the total welfare of handicapped children impacts on the overextended use of public school special education resources.

Desired Learning Outcomes

The following represent the instructional goals of the District of Columbia Public Schools. They center, in order of priority, on developing in students:

INSTRUCTIONAL GOALS

1. A command of fundamental communication skills . . .
2. A command of the skills that constitute mathematical, scientific, and technological literacy . . .
3. The ability to think critically, constructively and creatively . . .
4. A command of the skills that promote sound physical, mental and emotional health . . .
5. The attitudes and self-discipline necessary to meet everyday situations realistically . . .
6. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group . . .
7. The skills and attitudes necessary to planning one's future . . .
8. The ability to demonstrate marketable skills which may lead to economic independence . . .
9. The ability to relate knowledge and capabilities to individual needs and aspirations . . .
10. A command of the analytical skills which lead to sound consumer practices . . .
11. The ability to use leisure time wisely and constructively . . .
12. An understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships . . .
13. Knowledge of governmental processes and the implications of changing political times . . .
14. The knowledge, interpretation and appreciation of literature and the visual and performing arts . . .

TERMINAL OBJECTIVES

Students in Pre-K through 12, given materials and instruction appropriate to their developmental levels, will be able to:

1. Demonstrate a command of fundamental communication skills by . . .

   a. Responding to a variety of situations in a manner which indicates purposeful and attentive listening;

   b. Applying oral and written communication skills for effective self-expression;

   c. Applying skills in interpreting non-verbal communication;

   d. Utilizing appropriate reading skills necessary for comprehension;

   e. Deriving meanings from non-print media and utilizing these as a means of communication;

   f. Applying learned language skills in meeting personal and social needs in human relationships.

2. Demonstrate a command of the skills that constitute mathematical, scientific, and technical literacy by . . .

   a. Applying computational skills to everyday situations;

   b. Applying analytical skills in interpreting commonly encountered situations;

   c. Finding solutions to given problems by using a logical process which includes stating the problems, identifying the variables, collecting needed information, assigning values to alternate solutions, and arriving at a consciously made decision;

   d. Investigating given phenomena using an orderly process of observing, hypothesizing, identifying and controlling variables, collecting data, and drawing defensible conclusions;

   e. Measuring linear distance, volume, weight, mass, and temperature using metric and customary units;

   f. Applying knowledge of the basic concepts of science, mathematics, and technology to everyday life.

3. Demonstrate the ability to think critically, constructively, and creatively by . . .

   a. Collecting and interpreting information from various sources;

   b. Applying skills which are helpful for artistic and creative self-expression;

   c. Applying skills which are helpful in perceptive thinking and a logical progression toward independent decision making.

4. Demonstrate a command of the skills that promote sound physical, mental, and emotional health by . . .

   a. Establishing a life-long program of physical fitness activities;

   b. Applying knowledge and skills related to mental and emotional fitness to a personal everyday program for successful living;

   c. Being constantly aware of the physical, mental, and emotional factors which interact to control one's total well being.

5. Demonstrate attitudes and self-discipline necessary to meet everyday situtations realistically by . . .

   a. Recognizing and exercising responsibilities to self, family, school and community;

   b. Making reasonable choices from among feasible alternatives.

6. Demonstrate an understanding and appreciation of intergroup relationships and acceptance of responsibility within the group by . . .

   a. Participating in the processes of group relationships;

   b. Exhibiting a cooperative attitude toward living and working with others;

   c. Displaying respect for minority opinions and acceptance of majority decisions;

   d. Displaying appreciation and respect for the worth and dignity of individuals;

   e. Exhibiting an awareness of the interdependence of members of the group.

7. Demonstrate skills and attitudes necessary to planning one's future by . . .

   a. Articulating an awareness of the changing nature of society;

   b. Applying the skills necessary for functioning effectively in the future;

   c. Exhibiting competence in establishing goals and setting realistic priorities for everyday living.

8. Demonstrate marketable skills which may lead to economic independence by . . .

   a. Developing a system for continuous examination of personal goals and life styles to ascertain their contributions toward economic independence;

   b. Exhibiting an appreciation and respect for the dignity of work;

   c. Acquiring marketable skills needed for economic independence;

   d. Developing a system for continuous examination of alternative career choices.

9. Demonstrate the ability to relate knowledge and capabilities to individual needs and aspirations by . . .

   a. Exhibiting positive and realistic self-concepts;

   b. Exhibiting sensitivity to the importance of acquiring and developing individual capabilities to the fullest;

   c. Exhibiting attitudes and skills that allow for the realization of lifelong aspirations.

10. Demonstrate a command of the analytical skills which lead to sound consumer practices by . . .

   a. Acquiring an understanding of economic principles;

   b. Developing competencies in the management of money on short and/or long term bases;

   c. Applying skills necessary for collecting information, identifying choices, and making thoughtful purchasing decisions.

11. Demonstrate the ability to use leisure time wisely and constructively by . . .

   a. Applying skills in reading for pleasure and recreation;

   b. Acquiring the ability to participate in lifetime sports as a spectator, individual participant, and/or team member;

   c. Creating channels for hobby and avocation activities;

   d. Exhibiting creative and inventive abilities for leisure time activities;

   e. Identifying resources available in the city and greater metropolitan area.

12. Demonstrate understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships by . . .

    a. Describing neighborhood, school, community and city history and customs;

    b. Relating the roles and contributions of ethnic and minority groups to our nation's growth and progress;

    c. Describing the impact of geographic, political, social, cultural factors and historical events that have shaped the lives of people;

    d. Recognizing the interdependence of races, creeds, nations and cultures;

    e. Exhibiting an appreciation for one's own heritage.

13. Demonstrate knowledge of governmental processes and the implications of changing political times by . . .

    a. Interpreting the purposes, principles, structure, and changing relation-ships among the components of government;

    b. Identifying and analyzing the sources of power and their influence upon the operation of government;

    c. Utilizing knowledge about governmental functions and services for the well being of the individual;

    d. Assuming the duties, responsibilites and rights of citizens.

14. Demonstrate knowledge, interpretation and appreciation of literature and the visual and performing arts by . . .

    a. Identifying and describing the contributions of various ethnic groups to the art and literature of our country;

    b. Acquiring a world view of the human condition through examination of representative contributors to the areas of art, literature, and music.

Analysis Of Test Results on the CTBS

The 1985 results from the Comprehensive Tests of Basic Skills (CTBS) indicate progress in several areas at grade 6 and the secondary grades. The Total Battery score, which is a composite of the Reading, Mathematics and Language scores, is higher than the previous year at grades 6, 8, 9 and 11. Mathematics and Language scores are two subjects which have shown improvement at three grades, 6, 8 and 9. For the first time, eighth grade students obtained the national norm in Mathematics. The results for grade 11 for the current school year show the greatest gains from the previous year. Elementary students continue to perform above the national norm; however, the rate of growth has slowed somewhat.

Although median scores for eleventh grade students in the content subject areas range from two years, one month below the national average of 11.8 in Science to one year four months below the national average in Language, the scores in three subject areas are improved from last year's results; these are Reading, Language and Science. The most improved scores are in Science, where a gain of more than one year was recorded. Eleventh graders obtained their highest scores in Language. Mathematics and Social Studies results remained the same as the previous year.

At the junior high grades, 8 and 9, Mathematics scores register considerable improvement from last year. At grade eight, the Mathematics score of 8.9 exceeds the national norm of 8.8 for the first time. Although the ninth grade Mathematics score is one month below the standard of 9.8, it is five months higher than last year's score. The Reading score for eighth graders is the same as last year, and for ninth graders the score is slightly lower. The Total Battery score for ninth graders is improved by four months, while for eighth graders there is a one month improvement.

At the elementary level, sixth grade scores are improved in Language by two months, Science by four months and Mathematics by one month over last year. Although the Reading score is the same as the previous year, student performance is above the national average.

Third graders obtained median scores that range from three months above the national average in Mathematics and Reading to seven months above the national average in Science. Although the third grade results for the current school year indicate that the median score exceeded the national norm in all areas tested, there is a one month decline in the Total Battery score from the previous year.

ANALYSIS OF NATIONAL PERCENTILE SCORES

The percentile is a score which indicates the relative standing of DCPS students in comparison to students nationally on a scale which ranges from 1 to 99. The 50th percentile represents the national average for all grades and skill areas. The percentile rank scores permit a comparison of the rank of students as a group at different grades. The percentile ranks at each subsequent grade are generally lower than those obtained by the third graders. In addition to a comparison of the rank of students at different grades for one test administration,

District of Columbia Public Schools

Comparative Results and Analysis for the Comprehensive Tests of Basic Skills
Grades 3, 6, 8, 9 and 11

(May 1984 and May 1985)

MEDIAN SCORE

Skill Area Tested	Grade 3			Grade 6			Grade 8			Grade 9			Grade 11		
	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985
Reading	4.2	4.1	60	6.9	6.9	53	7.9	7.9	41	8.8	8.7	41	9.6	10.2	32
Mathematics	4.2	4.1	59	7.1	7.2	58	8.6	8.9	52	9.2	9.7	51	9.9	9.9	34
Language	4.3	4.2	59	7.5	7.7	59	8.1	8.2	46	9.1	9.2	46	10.0	10.4	36
TOTAL BATTERY	4.1	4.0	57	7.1	7.2	56	8.1	8.2	43	8.9	9.3	46	9.6	10.1	31
Science	4.6	4.5	66	7.0	7.4	56	--	--	--	8.8	8.7	43	8.6	9.7	31
Social Studies	4.1	4.0	57	7.0	6.2	47	--	--	--	9.3	9.2	47	10.1	10.1	34
Reference Skills	5.0	4.7	70	9.4	8.8	67	--	8.9	52	9.6	9.5	48	10.1	11.1	44
NATIONAL NORM	3.8	3.8	50	6.8	6.8	50	8.8	8.8	50	9.8	9.8	50	11.8	11.8	50

Prepared by
Student Assessment Unit
Division of Quality Assurance
and Management Planning
June 1985

percentile scores also allow comparisons of the rankings of the same group of students at two different test administrations. The comparison is made on the following chart to indicate the relative standing of the same group of students across time for two different administrations of the CTBS.

PERCENTILE SCORE COMPARISON FOR THE
SAME GROUPS OF STUDENTS AT VARIOUS ADMINISTRATION DATES

SKILL AREA TESTED	1982 3rd	1985 6th	1983 6th	1985 8th	1982 6th	1984 8th	1985 9th	1983 9th	1985 11th
Reading	52	53	52	41	44	41	41	37	32
Mathematics	56	58	59	52	50	50	51	43	34
Language	53	59	59	46	48	45	46	42	36
TOTAL BATTERY	52	56	56	43	46	43	46	40	31
Science	55	56	55	--	45		43	38	31
Social Studies	49	47	47	--	45		47	43	34

Annual testing occurs for all students in grades 3, 6, 8, 9, and 11. The current sixth grade class was the third grade group in the 1982 administration of the test. The current eighth graders were sixth graders in the 1983 test data, and ninth graders comprised the eighth grade in 1984 as well as the sixth grade class in 1982. The 1985 eleventh graders were the ninth grade group in the 1983 test data.

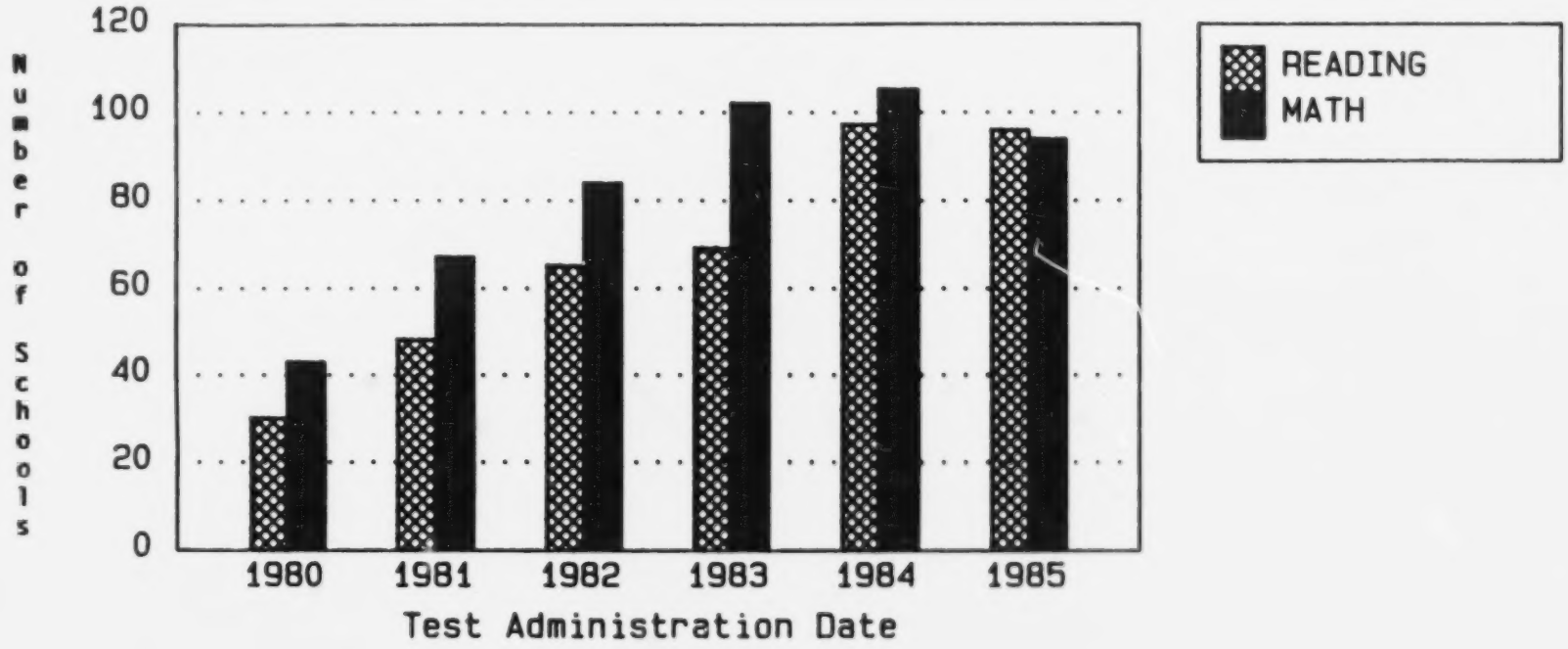
The current sixth and ninth grade classes were the only groups of students showing an improvement in their percentile ranks across time. For the sixth grade students, their percentile ranks are higher in four skill areas in 1985 than they were as the third grade class in 1982. This year's ninth graders ranked at a higher level in all subjects except Reading than they did as eighth graders in the 1984 administration of the test.

Concurrent with the steady rise in test scores has been an increase in the number of elementary schools which have achieved or exceeded the national norm of 3.8 and 6.8. The following tables show the number of schools that obtained the national norm in Reading and Mathematics for grades three and six, respectively. For the period 1980 to 1985, the number of schools obtaining the national norm at grade three increased from 30 to 96 in Reading and from 43 to 94 in Mathematics. However, for Mathematics, the number of schools obtaining the national norm in 1985 was fewer than for 1984 and 1983. Schools obtaining the national norm at grade six increased from 21 to 64 in Reading and from 37 to 92 in Mathematics.

Prepared by
Student Assessment Unit
Division of Quality Assurance
and Management Planning
June 1985

SCHOOLS ACHIEVING THE NATIONAL NORM

GRADE THREE RESULTS ON THE CTBS



* The national norm is 3.8.

64

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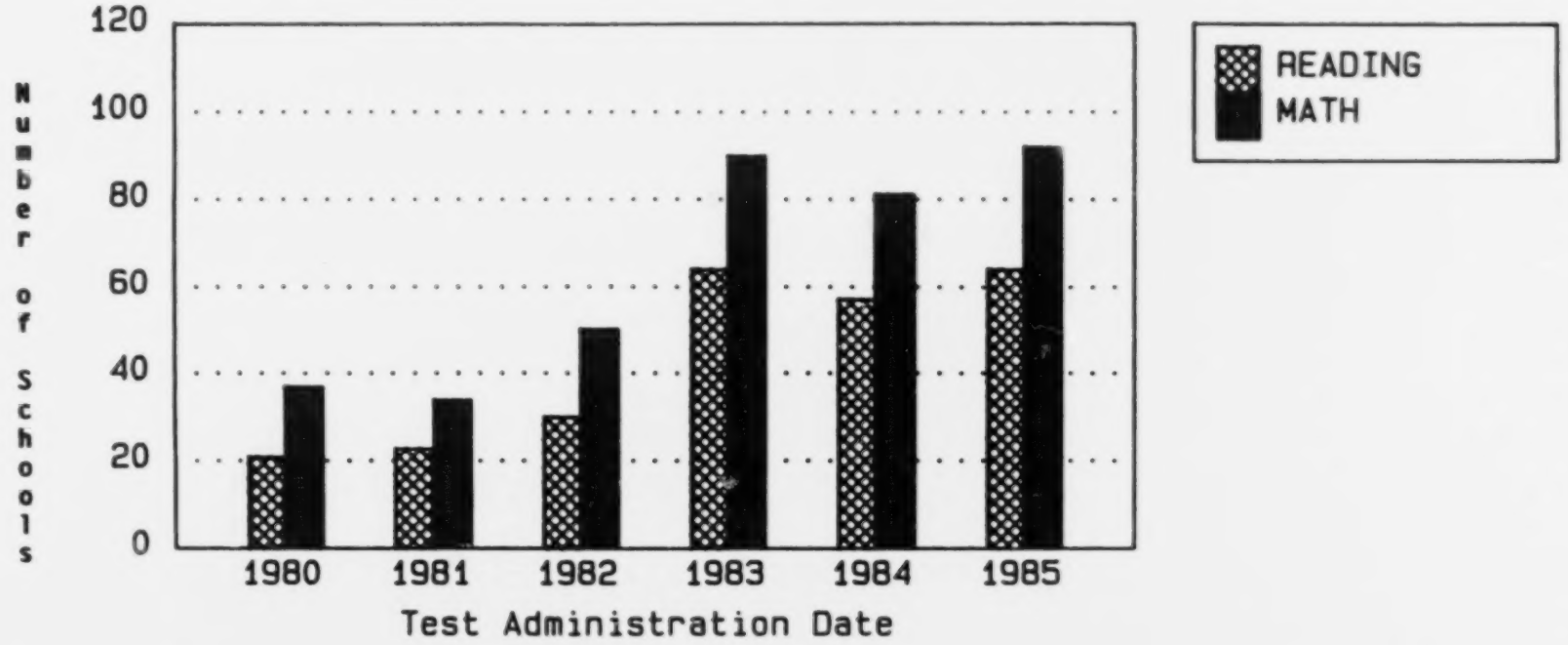
Division of Program Development and Planning

SCHOOLS ACHIEVING THE NATIONAL NORM

GRADE SIX RESULTS ON THE CTBS



* The national norm is 6.8.

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Systemwide Targets for Student Achievement
SY 1985-86

NORM-REFERENCED TESTS

- Using available instructional materials, equipment and personnel, obtain an achievement level at the elementary level on the newly adopted standardized norm-referenced test comparable to that of the 1985 scores in the basic skills subjects of Reading, Mathematics and Language.

- Using available instructional materials, equipment and personnel, obtain an achievement level at the secondary level on the newly adopted standardized norm-referenced test comparable to that of the 1985 scores in the basic skills subjects of Reading, Mathematics and Language.

CRITERION-REFERENCED TESTS

- Using available instructional materials, equipment and personnel, increase the citywide percentage of regular students mastering a particular objective at primary levels of the criterion-referenced tests in Language Arts and Science by 5 percentage points greater than the percentage of students mastering a particular objective on the 1984-85 administrations of the tests.

- Using available instructional materials, equipment and personnel, increase the citywide percentage of regular students mastering a particular objective at intermediate levels of the criterion-referenced tests in Language Arts and Science by 10 percentage points greater than the percentage of students mastering a particular objective on the 1984-85 administrations of the tests.

LIFE SKILLS

- Using available instructional materials, equipment and personnel, increase the citywide percentage of 10th grade students that meet the criterion for passing the Life Skills Test by 10 percentage points more than the percentage for the 1985 administration of the test.

SPECIAL EDUCATION

- Using available instructional materials, equipment and personnel, ensure by the end of the second semester of each year that all of the students identified as handicapped and in need of Special Education services meet all of the annual goals stated in each child's Individualized Education Program for that school year.

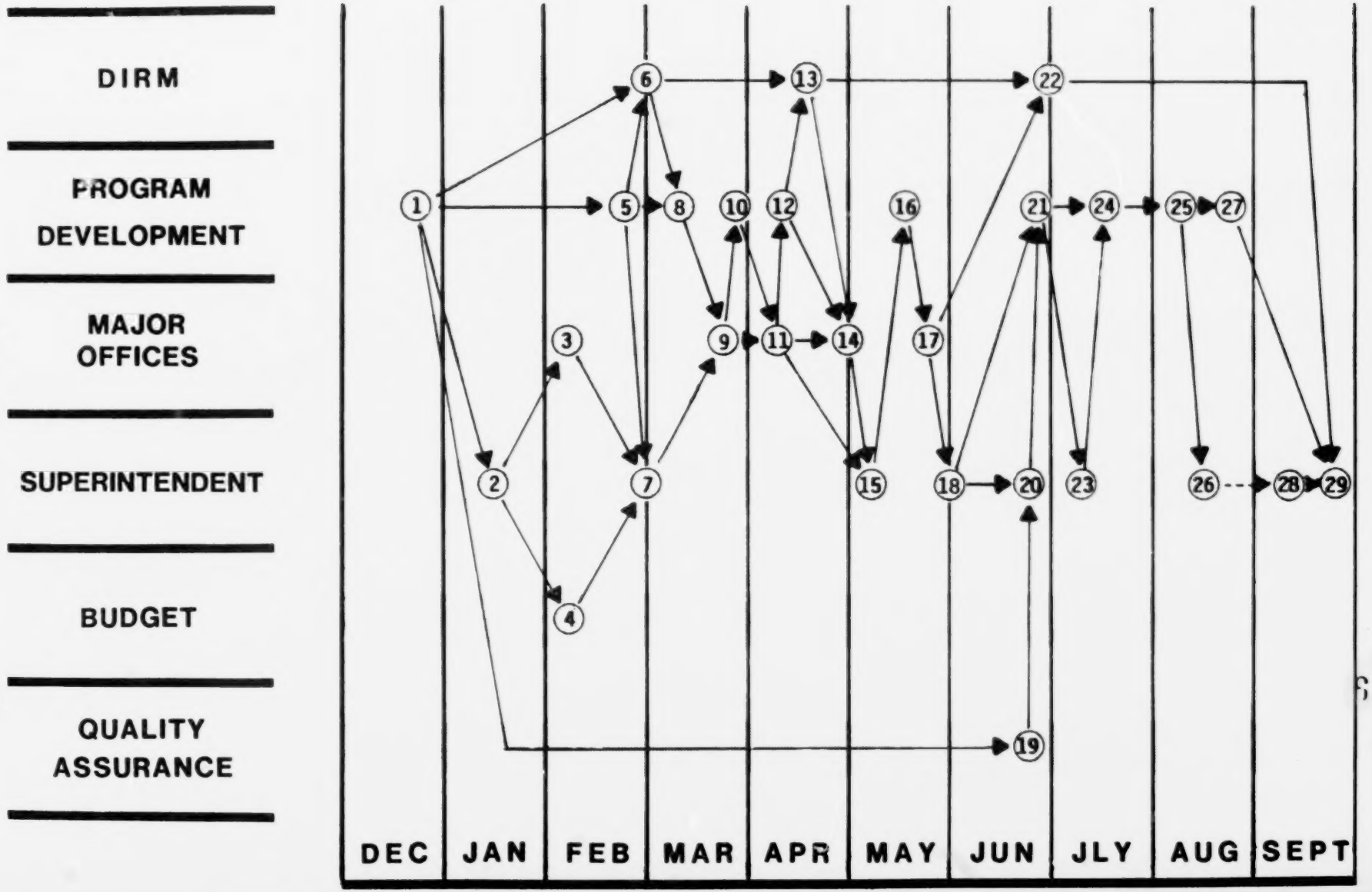
ADULT AND CONTINUING EDUCATION

- Using available staff, materials and resources, the median grade equivalent scores for students who have completed 100 hours of academic or remedial instruction while enrolled in the full-time and/or part-time Adult and Continuing Education Program will be raised 0.6 grade equivalents higher than the median grade equivalents of students prior to instruction, as measured by scores on the California Achievement Test for Adults or the Adult Basic Learning Examination.

THE PLANNING PROCESS IN THE DCPS

THE PLANNING PROCESS

THE PLANNING PROCESS, SY 1985-86



THE PLANNING PROCESS SY 1985-86

1. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING reviews monitoring data, considers suggestions from the major offices, designs the planning process, and notifies the Division of Information Resource Management of the tentative plan schedule. 12/21

2. SUPERINTENDENT reviews current systemwide philosophy, mission and goals; identifies needs and priorities for SY 1985-86; examines programs and priorities based upon monitoring feedback, multi-year plans, and other data; identifies activities for reduction or expansion. 1/16

3. MAJOR OFFICES update planning assumptions for SY 1985-86 in preparation of planning package. 2/8

4. DIVISION OF BUDGET updates budget resources and constraints for SY 1985-86. 2/8

5. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING develops planning process, tentative completion dates, proposed table of contents, achievement indicators, input/output specifications for data entry, automated monitoring system and planning package. 2/22

6. DIVISION OF INFORMATION RESOURCE MANAGEMENT prepares software for automated monitoring system and the Comprehensive Education Plan update. 2/28

7. SUPERINTENDENT reviews and approves planning package and support materials, planning process, instructions, materials, and proposed table of contents; and transmits to major offices. 3/1

8. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING and DIVISION OF INFORMATION RESOURCE MANAGEMENT brief appropriate office personnel on SY 1985-86 Plan, format, timetable, instructions, and data entry; and provide technical assistance as needed. 3/5

9. MAJOR OFFICES review program mission and functions, develop long range objectives (LRO's) and intermediate objectives (IO's) necessary to achieve the Superintendent's General Objectives during the remaining two years of the Multi-Year Plan, and forward them to the Division of Program Development and Planning. 3/22

10. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING identifies interfaces and shared responsibility among offices and transmits to appropriate offices. 3/28

11. MAJOR OFFICES finalize LRO's and IO's and submit to Superintendent with a copy to the Division of Program Development and Planning. 4/3

12. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING inputs office LRO's and IO's into automated system. 4/8

13. DIVISION OF INFORMATION RESOURCE MANAGEMENT provides major offices access to automated plan update system for data entry by offices. 4/10

14. MAJOR OFFICES utilizing updated LRO's and IO's complete Critical Tasks (CT's) and narrative statements, and enter data into the computerized system with a listing sent to the Superintendent. 5/1

15. SUPERINTENDENT reviews initial draft of office education plans and forwards to Division of Program Development and Planning. 5/8

16. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING reviews and edits office education plans and returns them to major offices for revision. 5/15

17. MAJOR OFFICES revise and finalize office education plans and transmit to the Superintendent. 5/22

18. SUPERINTENDENT reviews and approves office education plans and forwards to the Division of Program Development and Planning for inclusion in the Plan. 5/29

19. DIVISION OF QUALITY ASSURANCE reports Spring 1985 systemwide test data and analysis, develops SY 1985-86 systemwide targets for stuent achievement, and forwards to the Superintendent. 6/24

20. SUPERINTENDENT reviews and approves test data, approves systemwide targets and forwards to the Division of Program Development and Planning. 6/26

21. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING prepares camera-ready Plan and submits it to the Superintendent. 7/3

22. DIVISION OF INFORMATION RESOURCE MANAGEMENT activates the automated monitoring system for the first quarter of SY 1985-86. 7/1

23. SUPERINTENDENT approves the Plan. 7/5

24. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING coordinates with the Division of Logistical Support to contract with the selected printer. 7/12

25. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING transmits copies of the printed Plan to the Superintendent. 8/9

26. SUPERINTENDENT submits the Plan to the Board of Education. 8/12

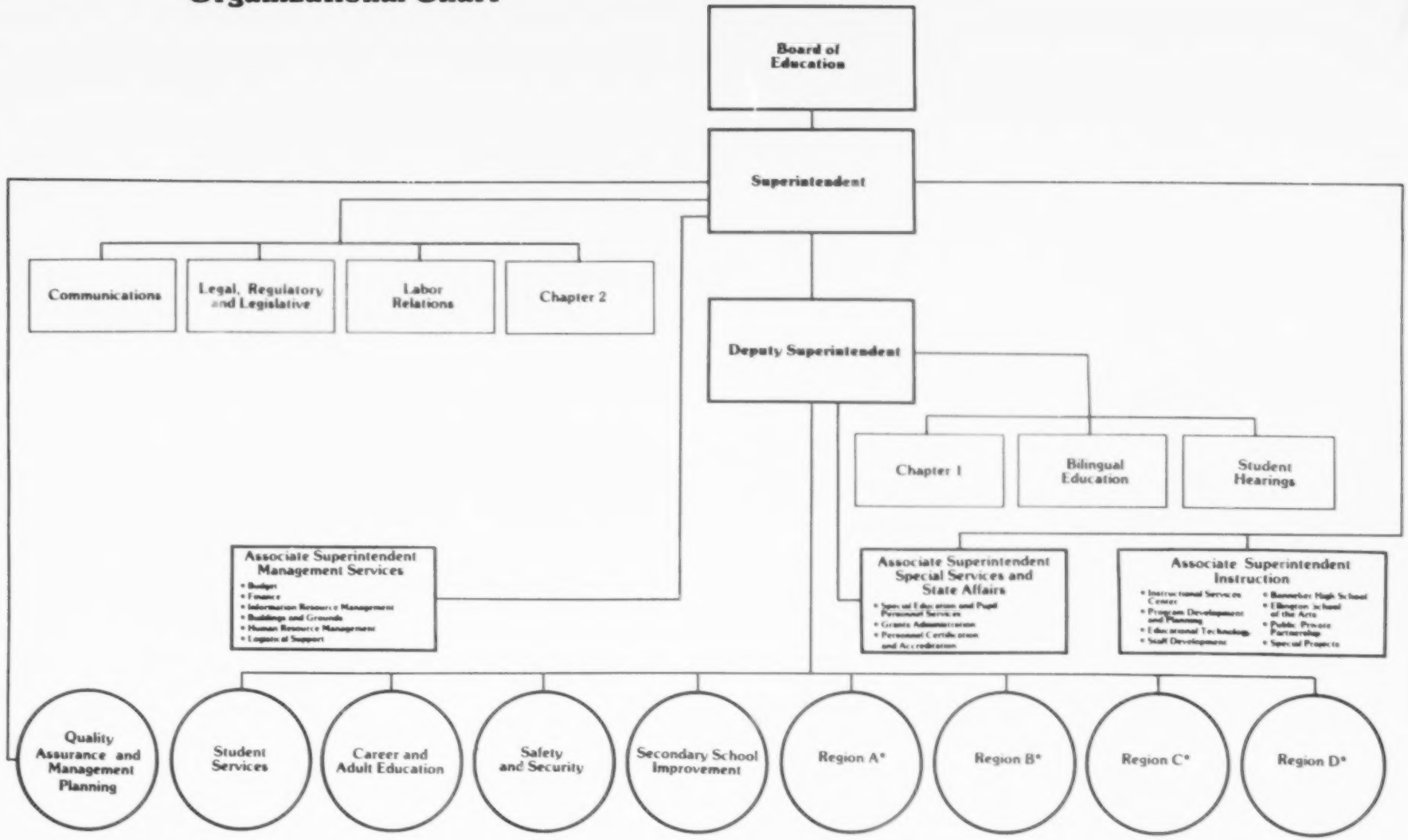
27. DIVISION OF PROGRAM DEVELOPMENT AND PLANNING disseminates the Plan at the Summer Conference for Administrators and Supervisors. 8/21

28. SUPERINTENDENT disseminates Plan to the Mayor, City Council and other appropriate persons. 9/12

29. SUPERINTENDENT informs major offices of monitoring due dates. 9/25

ORGANIZATIONAL CHART

District of Columbia Public Schools
Organizational Chart



*Community Education is a regional component

Approved: _____ Superintendent of Schools 8-1-85 Date

PERCENTAGE OF COMPLETION OF LONG RANGE OBJECTIVES

INSTRUCTION

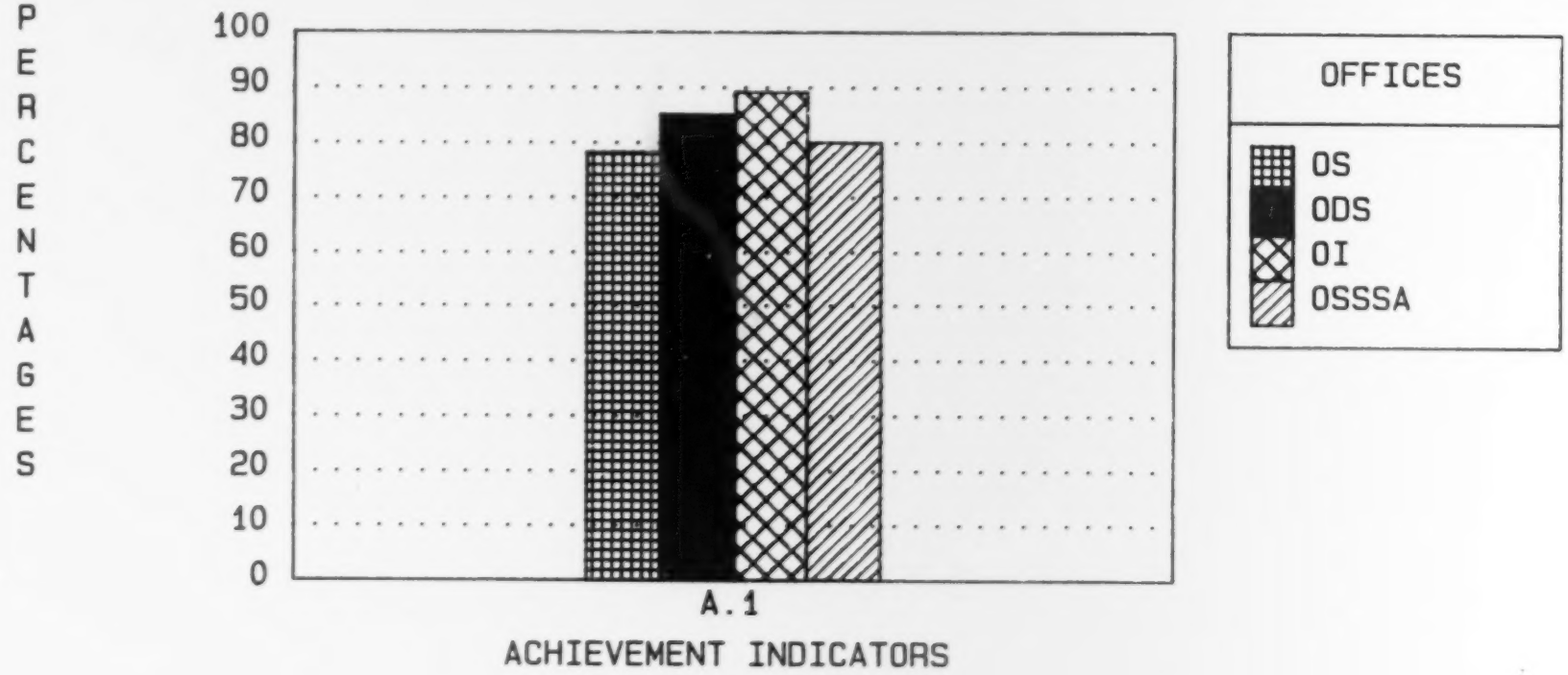
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1A: **Within the availability of resources, and based upon evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Compentency-Based Curriculum and Student Progress Plan.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.1 Modifications, revisions, and refinements in the design and implementation of the Competency Based Curriculum;	Superintendent	Directions to responsible offices have resulted in completed revision of seven curriculum documents and implementation of reading, mathematics and science materials; additional development of music and art curricula is required. **78%**
	Deputy Superintendent	Curriculum implementation completed with materials being utilized in the local schools for reading, mathematics and science. **85%**
	Instruction	Curriculum documents completed in English, science, mathematics, social studies, language arts, reading and health, and physical education; scope and sequence documents for music and art completed, but need to be expanded to full curriculum guides. **89%**
	Special Services and State Affairs	A continuum of programs and services has been provided to meet the needs of preschool children, adults, out of school youth, handicapped students, and youth in need of specialized educational services; Competency-Based Curriculum guides in Special Education have been developed, published and made available for national dissemination: Foundations (1984), Employment Foundations (1984) and Affective Domain (1985); and ESL-CBC curriculum guides for students were also completed. An additional guide - the Affective Domain for Secondary Students will be developed by 1987. **80%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1A

ESTIMATED PERCENTAGES OF COMPLETION



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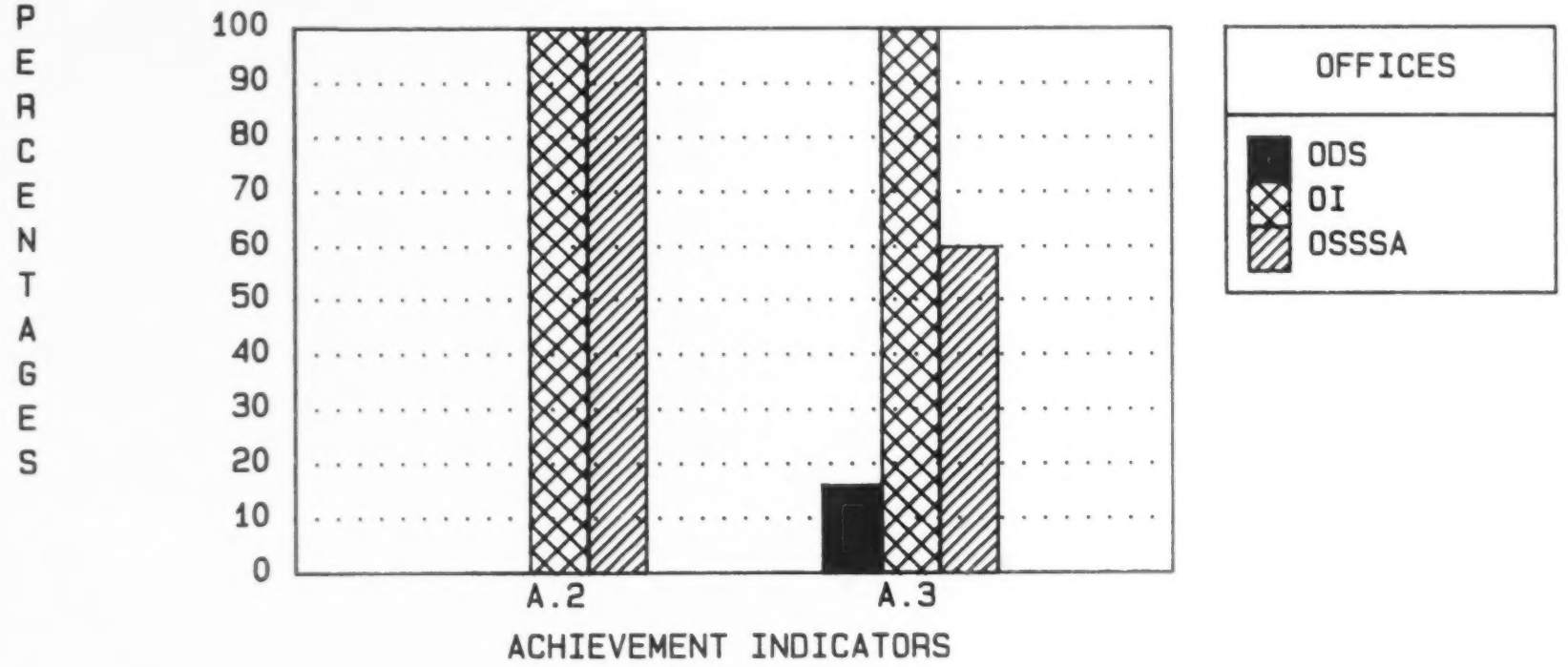
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1A: **Within the availability of resources, and based upon evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Compentency-Based Curriculum and Student Progress Plan.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.2 Provision of a comprehensive program of study for grades 9-12;	Instruction	Secondary Student Progress Plan providing a comprehensive program of study for grades 9-12 completed; policy statements approved by the Board by May 16, 1984. **100%**
	Special Services and State Affairs	Beginning September 1984, the Buchanan Secondary Learning Center was opened for junior and senior high school learning disabled students. **100%**
A.3 The design and implementation of revised standards for grading and promotion on the secondary level;	Deputy Superintendent	Secondary Student Progress Plan implemented in grade 7 in SY 1985 and scheduled for implementation in grade 8 in SY 1986, and grades 9-12 by SY 1987. **16%**
	Instruction	The design for the Secondary Student Progress Plan completed in April 1984. **100%**
	Special Services and State Affairs	In October 1982, the Individualized Education Program (I.E.P.) document was redesigned to indicate more clearly the goals and objectives that were to be implemented for handicapped students; a revised I.E.P. form and manual were developed to assist and guide staff and parents in the development of I.E.P.'s. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1A

ESTIMATED PERCENTAGES OF COMPLETION



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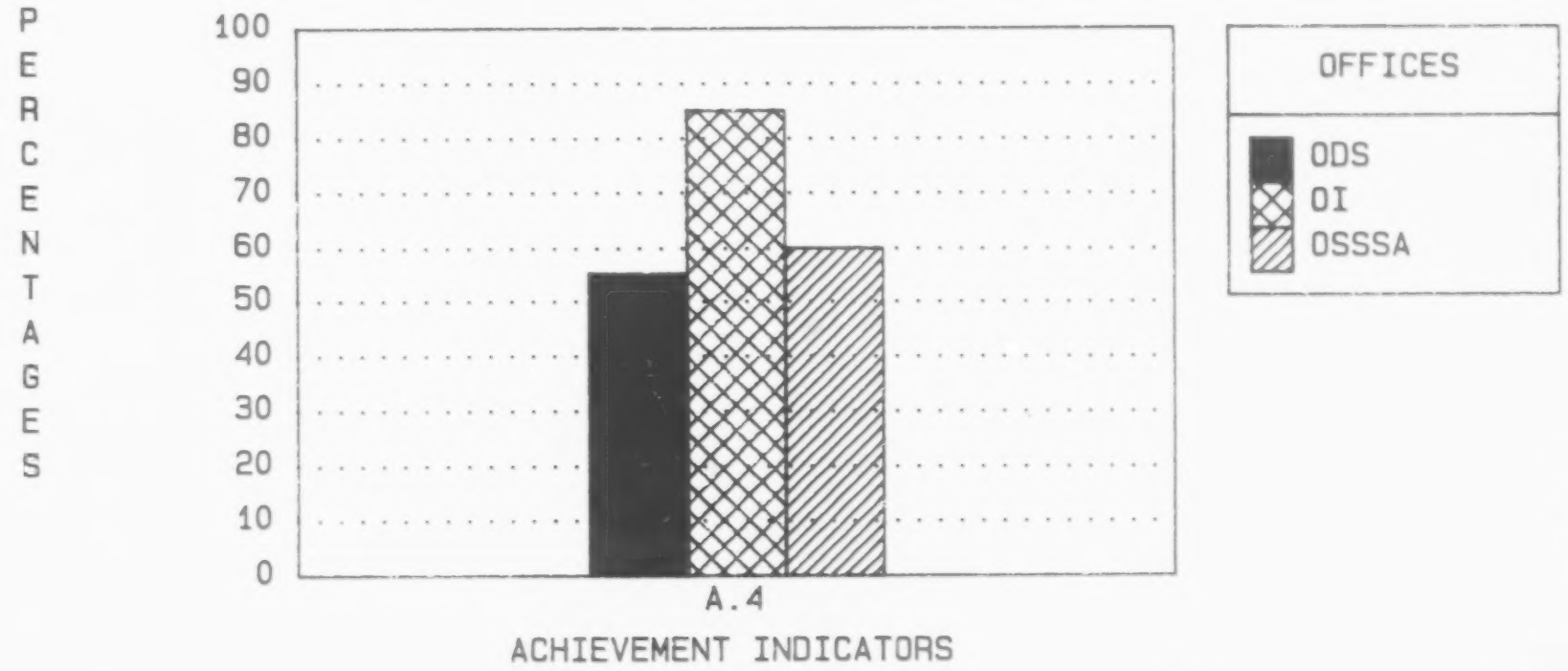
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S
GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1A: **Within the availability of resources, and based upon evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Compentency-Based Curriculum and Student Progress Plan.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.4 Improved instructional delivery system at all instructional levels;	Deputy Superintendent	Division of Secondary School Improvement established; goals and objectives established. **55%**
	Instruction	Revised survey tests developed in reading, continued on-site support; regular meetings with teacher groups and provision of current subject area guidelines on the elementary level, and continued refinement of IJHSI have been provided. **85%**
	Special Services and State Affairs	The Service Delivery System to identify, assess and place students needing specialized educational programs and services has been implemented and monitored annually. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1A

ESTIMATED PERCENTAGES OF COMPLETION



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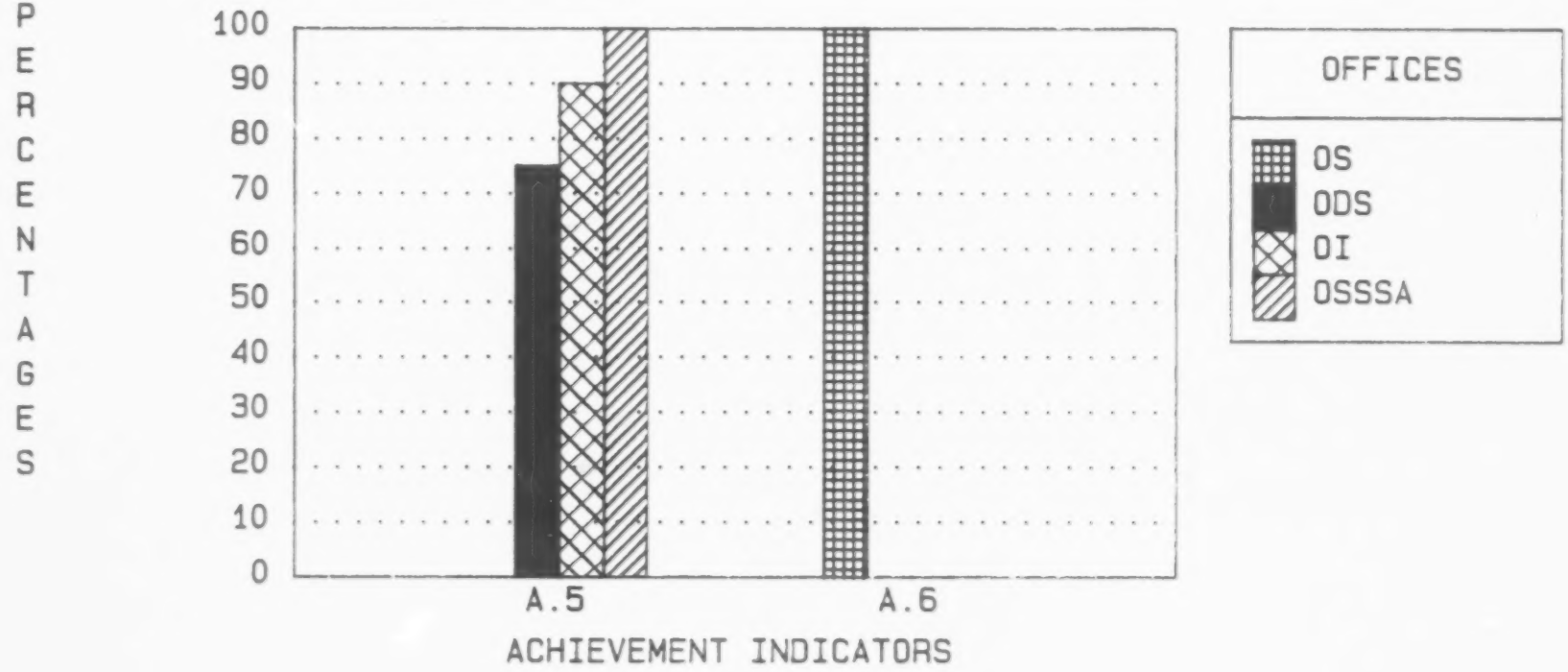
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1A: **Within the availability of resources, and based upon evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Compentency-Based Curriculum and Student Progress Plan.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.5 Expanded staff development opportunities in effective Competency-Based Curriculum strategies for teachers and administrators;	Deputy Superintendent	Regular staff development activities conducted at retional, divisional and local school levels, including demonstrations, inter-visitations, departmental meetings, mini-courses, observations, and conferences. **75%**
	Instruction	Meetings held by instructional supervisors with subject-area chairpersons or key staff from all schools on a monthly basis; CBC strategies shared with principals through the regional offices; monthly meetings held with department chairpersons in specific curriculum areas; and major expansion of CBC has increased opportunities for staff development at the secondary level with curriculum, entry tests and exit tests developed in additional areas. **90%**
	Special Services and State Affairs	Staff Development was provided for teachers and administrators from the division/regions in implementation of curriculum guides and the services delivery model for SY 1983 through SY 1985. **100%**
A.6 The completion of the second phase of the evaluation of the Competency-Based Curriculum and Student Progress Plan by the University of the District of Columbia and the National Institute of Education.	Superintendent	The needs identified during the first phase of UDC/NIE study were addressed in place of the second phase evaluation. **100%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1A

ESTIMATED PERCENTAGES OF COMPLETION



87

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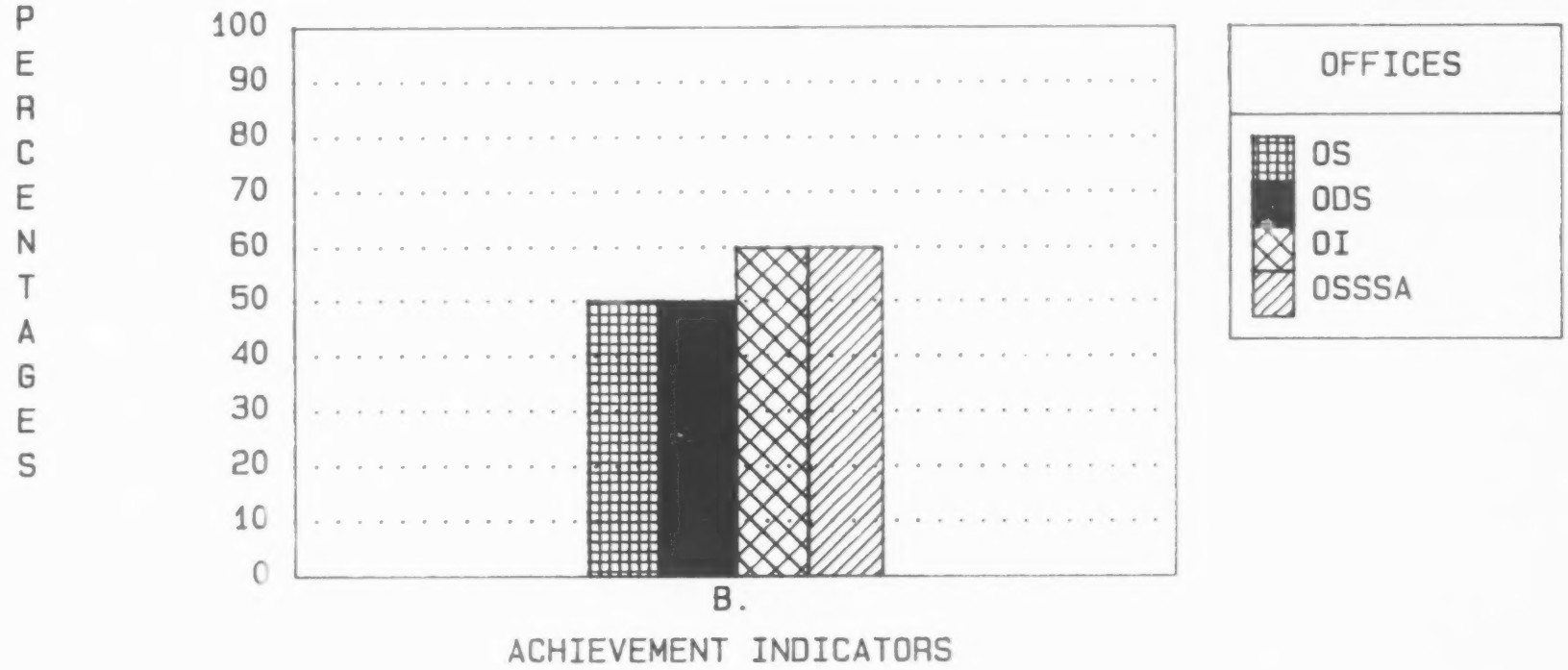
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1B: **Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading, language arts, mathematics, science, social studies, and the arts.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
B. Improved student achievement on standardized tests and other indicators of academic performance.	Superintendent	Standardized test scores for the past three years, SY 1983-85, have been above the national norm in grades 3 and 6; with the exception of eighth grade mathematics, which is also above the national norm, test scores on the secondary level remain below the national norm, indicating the continuing need to improve the quality of instruction at the secondary level and to place greater stress on test-taking strategies. **50%**
	Deputy Superintendent	Student test scores on the CTBS total battery have improved between spring 1982 and spring 1985 from 3.8 to 4.0 in grade 3, from 6.4 to 7.2 in grade 6, from 8.3 to 9.3 in grade 9, and from 9.2 to 10.1 in grade 11; grades 3 and 6 are at or above the national norm, while grades 9 and 11 need to be brought up to the national norm. **50%**
	Instruction	Citywide test scores on CTBS have improved with elementary test scores above the national norms and secondary test scores showing a general increasing trend but lagging behind national norms; strategies implemented for improving secondary student achievement include PSAT/SAT classes, IJHSI/SSPP, test-taking skills seminars and increased graduation requirements. **60%**
	Special Services and State Affairs	In accordance with the new Board Rules regarding the awarding of diplomas and other exit documents to special education graduates, in spring 1985, 62 students received diplomas, 24 - Certificates of Attainment, and 71 - Certificates of Individualized Education Program Achievement. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1B

ESTIMATED PERCENTAGES OF COMPLETION



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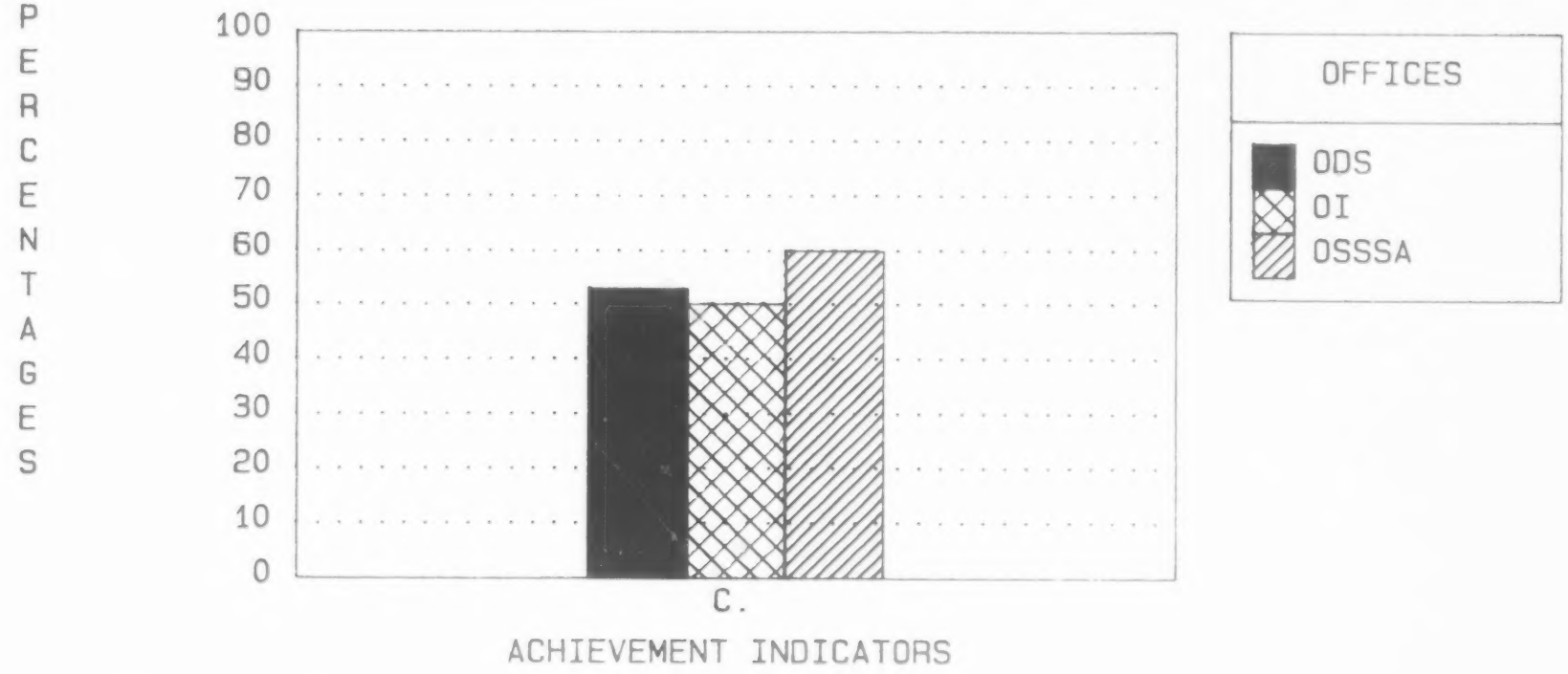
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1C: Within the availability of resources, the Superintendent will ensure the provision of specialized instructional services for bilingual, gifted and talented, and special education students, and adults.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
C. Upgraded and expanded programs and services for specialized student populations.	Deputy Superintendent	Since July 1982, approximately 2600 new bilingual students have been enrolled full time; curriculum guidelines and related assessment instruments have been finalized, staff has been upgraded and expanded, including the placement of on-site coordinators to assist with local school problems, and $300,000 in additional federal grants has been obtained to provide teacher training. **53%**
	Instruction	Gifted and Talented programs have been expanded to serve more identified gifted and talented students; programs are in place in 77 elementary and junior high schools. **50%**
	Special Services and State Affairs	In SY 1982-83, the Local School Partnership Program was expanded to all regions, in December 1982, the Educational Services Center was officially opened at Logan School, the Resident Associate Program of the Smithsonian Institution offered 100 scholarships to adult students in SY 1983-84, and federal grants in SY 1984-85 provided for five projects: Early Childhood State Planning Grant, Project Remodel, Group Home Training for Community-Based Living, Project Moving Ahead, and Pre-School Incentive Project. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1C

ESTIMATED PERCENTAGES OF COMPLETION



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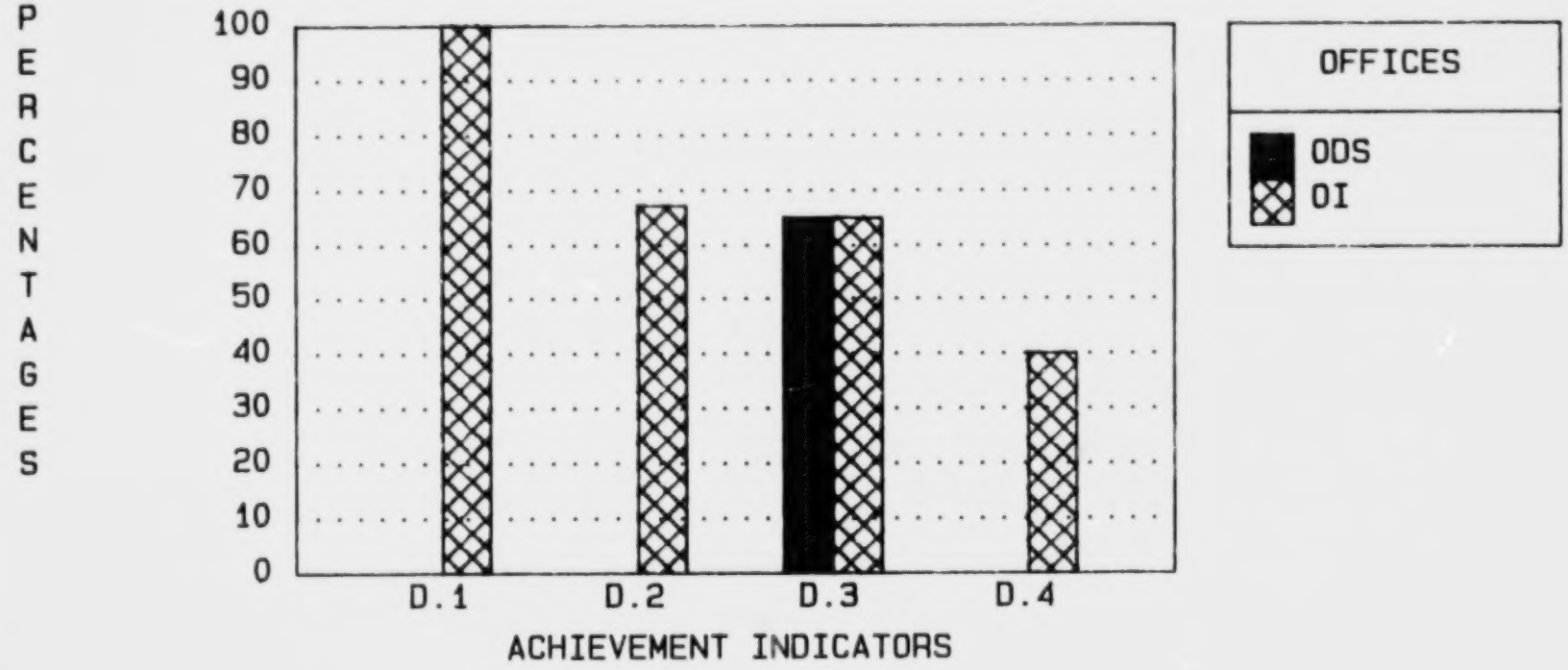
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1D: **Within available resources, the Superintendent will direct the development and application of technology to the solution of problems related to the improvement of classroom instruction and classroom management.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
D.1 Establishment of an Educational Technology Office;	Instruction	The Division of Educational Technology was established in 1983. **100%**
D.2 Implementation of a comprehensive systemwide Computer Literacy Program;	Instruction	Fifty (50) computer laboratories installed in Chapter 1 elementary schools in SY 1982-83; fifty-three (53) labs installed for grades 7, 8 and 9 in SY 1983-84; sixty-five (65) labs installed in SY 1984-85; twelve (12) labs installed in senior high schools in SY 1984-85; IBM Writing-to-Read labs installed in fifteen (15) elementary schools; and, four-thousand (4000) instructional personnel trained. **67%**
D.3 Utilization of computers and other technologies to facilitate classroom instruction and classroom management;	Deputy Superintendent	Labs being utilized in schools; support and monitoring done by regional offices; and teachers and administrators participating in computer literacy courses. **65%**
	Instruction	Catalogue of approved instructional software for use in local school prepared annually, and students are using labs for computer literacy, problem-solving, educational gaming, and analytical/critical thinking. AIMS program expanded from nine (9) pilot schools to all elementary schools, and a process for courseware evaluation established; first report was completed in 1983. **65%**
D.4 Planning for future uses of state-of-the-art technologies, i.e., interactive cable television, videodisc, electronic mailbox, teleconferencing, etc.	Instruction	AKU Band down receiver installed as part of network for instructional TV, ITFS pilot project underway, cable television position paper prepared, installation of Digital Pro 350's completed in all schools and offices, and initial electronic mail established in schools, offices, divisions and regions. **40%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1D

ESTIMATED PERCENTAGES OF COMPLETION



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98

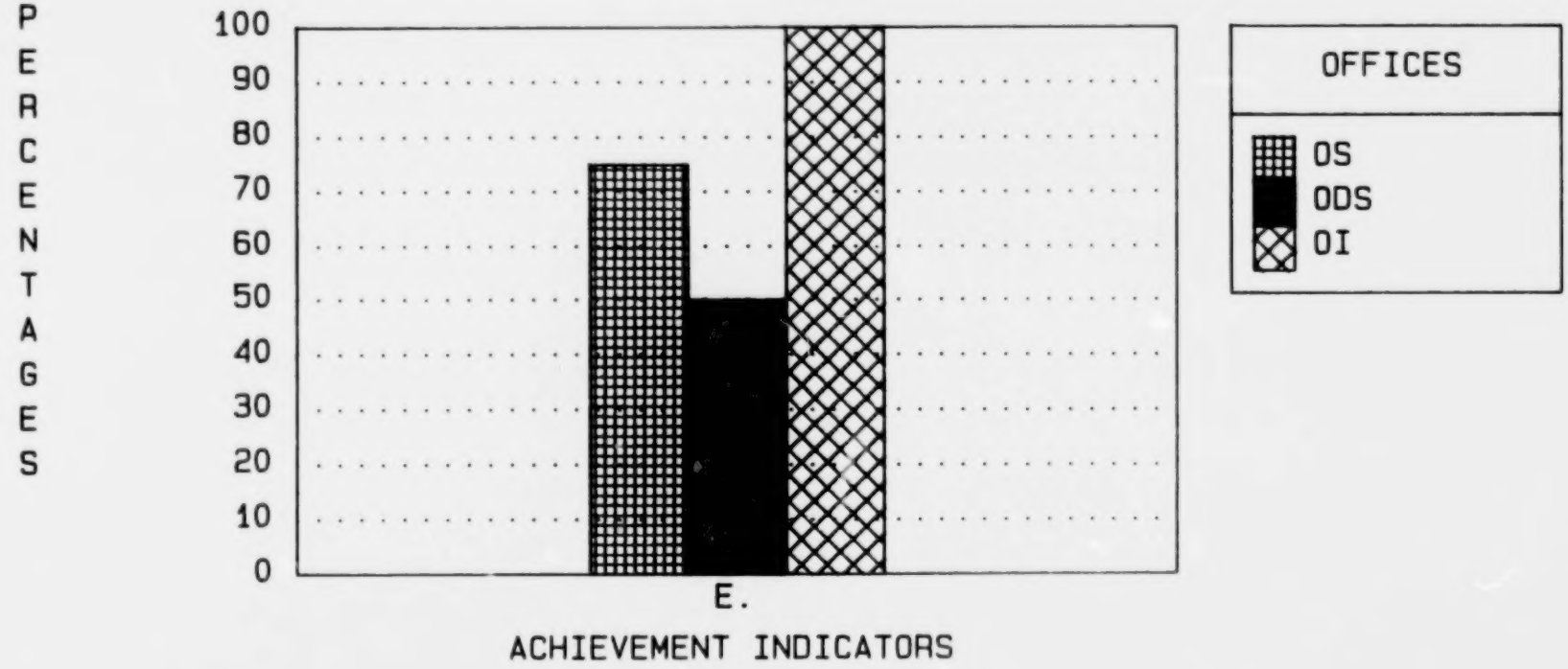
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1E: Utilizing feedback on the current grade organizational structure, building base data and trends operational analysis, the Superintendent will direct a study of the school system's grade organization and the development of appropriate recommendations.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
E. Documented evidence of school organizational plan developed as a result of school data analysis and recommendations.	Superintendent	Review of the literature on school organization plans, a synthesis of recommendations from various offices, and a survey of 1984 graduates have been completed; high school profiles have not yet been developed. **75%**
	Deputy Superintendent	Senior High School graduates survey conducted for class of 1984; school profiles to be developed for all levels of schools. **50%**
	Instruction	Survey of research and consolidation of office recommendations completed. **100%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1E

ESTIMATED PERCENTAGES OF COMPLETION



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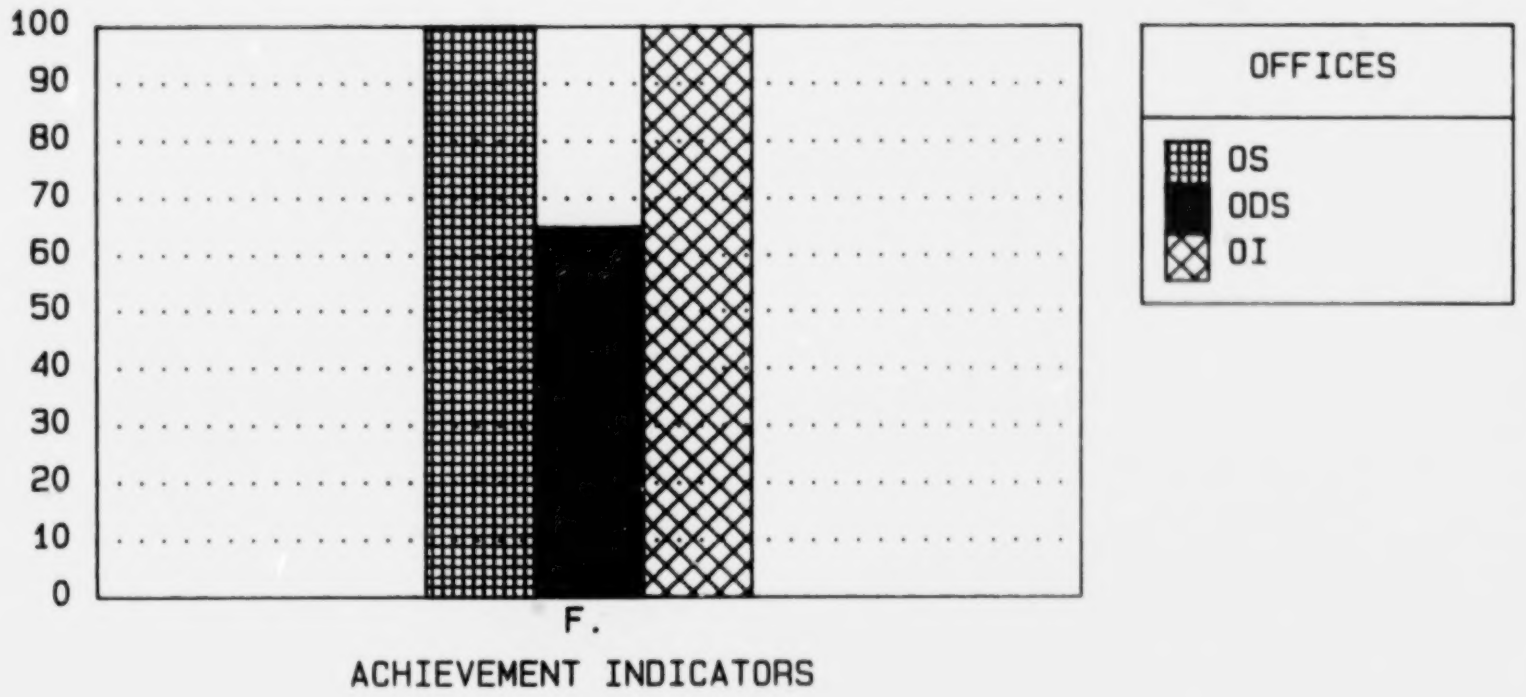
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1F: **Through established partnerships with the private sector, designed to complement existing academic programs, the Superintendent will improve educational and career options for secondary school students.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
F. Established public/private partnerships, programs in communications, computer science, engineering, business/finance, hospitality and health careers.	Superintendent	Schools-within-schools career programs have been established within the framework of public school/private sector partnerships; five programs initially proposed have been completed, and government agencies have established partnerships in one-on-one arrangements with individual schools; in addition, city agencies have also indicated they wish to form partnerships within the school system. **100%**
	Deputy Superintendent	Public/Private Partnerships implemented in schools; recruitment being intensified to encompass additional schools. **65%**
	Instruction	Five (5) programs originally planned have been established: Engineering, Communications, Health Professions, Business and Finance, and Hotel Management and Culinary Arts; one additional program in International Studies to be established. **100%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1F

ESTIMATED PERCENTAGES OF COMPLETION



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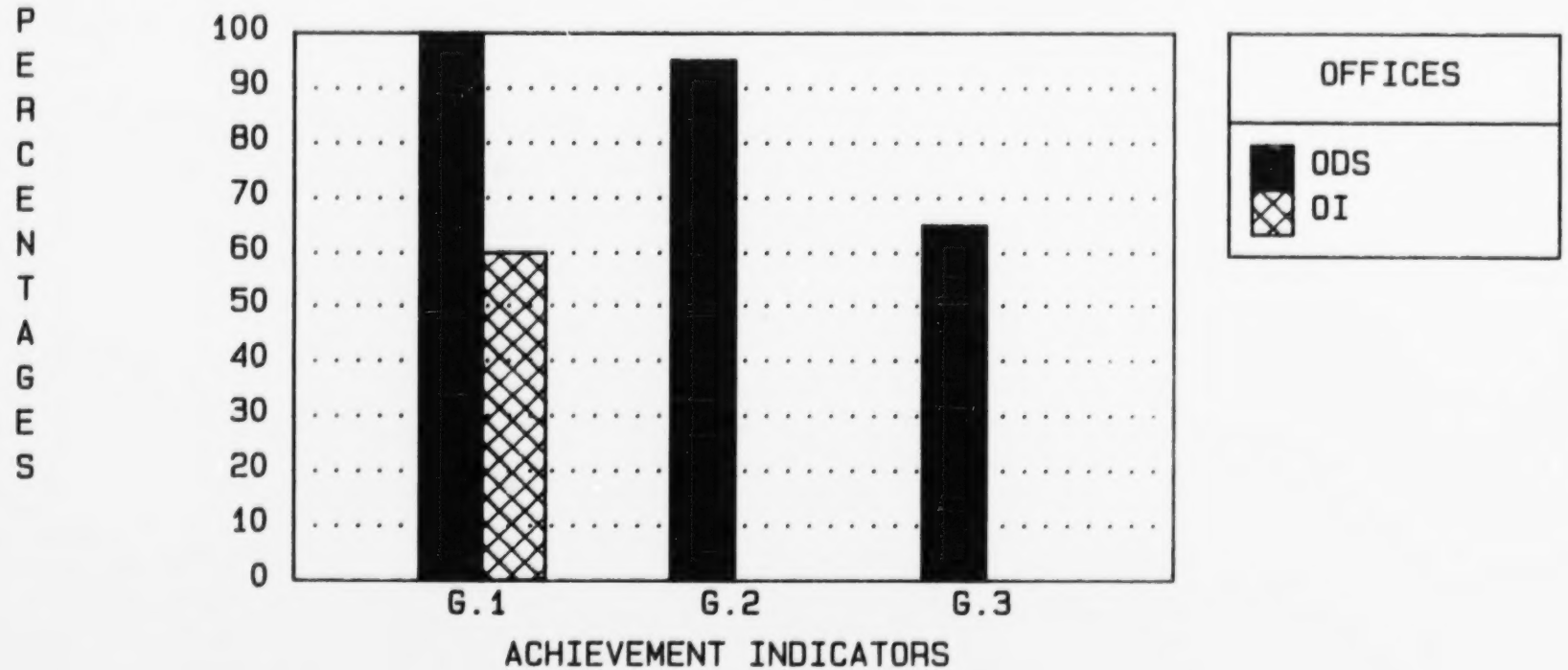
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 16: **Based upon the overall goals and objectives of career development, and the completion of the modernization of Career Development Centers, the Superintendent will direct the transition from traditional vocational programs and facilities to a comprehensive career development program.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
G.1 The development and implementation of a transition plan for a comprehensive career development program;	Deputy Superintendent	Transition Plan developed and implemented; career development programs in effect at each center. **100%**
	Instruction	Curriculum materials were developed by Curriculum Development Unit for Career Centers as appropriate; where combined academic and career programs exist, subject area teachers received staff development and instructional support, and used prescribed curriculum materials in areas taught; technical assistance was provided as needed. Materials, instructional support, and staff development are approximately three-fifths completed. **60%**
G.2 An established comprehensive career development program;	Deputy Superintendent	In addition to implementation of the transition plan, career development programs established at Friendship Educational Center, and Shared Time and Prime Partners established for SY 1985-86. **95%**
G.3 Availability of a wider range of career programs in modernized facilities.	Deputy Superintendent	Career development programs expanded to include apprenticeship preparation, and asphalt/paving job training programs. **65%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1G

ESTIMATED PERCENTAGES OF COMPLETION



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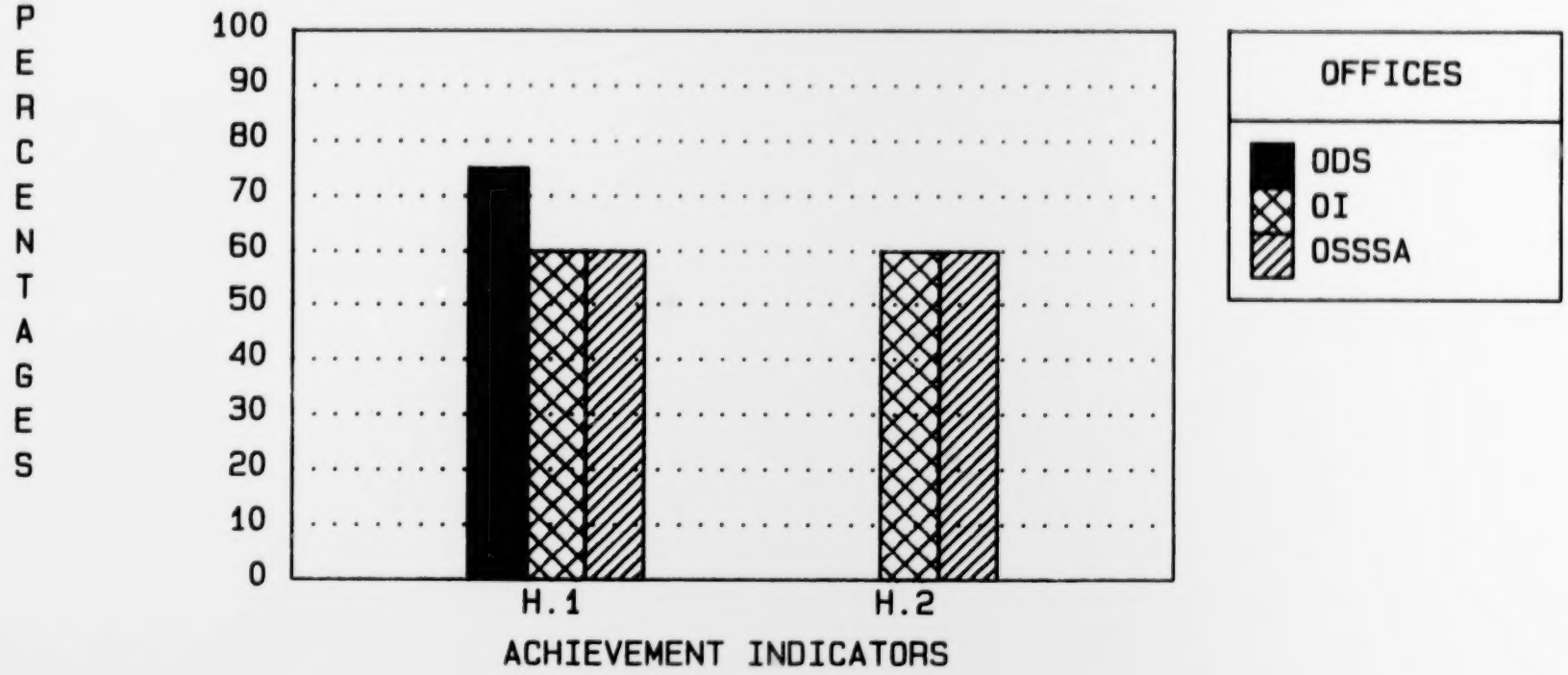
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 1H: Considering the need for effective supervision, the Superintendent will strengthen instructional supervision.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
H.1 The improvement in the quality of instructional supervision;	Deputy Superintendent	Improved teaching as evidenced by observations and student achievement; increased efficiency in scheduling supervisory support as evidenced by records of support. **75%**
	Instruction	Comprehensive Model for Instructional Supervision was developed describing components of supervisory support each office, region and division will deliver. **60%**
	Special Services and State Affairs	Training provided SY 1983-84 in Improving School Climate to 165 principals, Improving the Quality of Teaching and Learning Through the Principal's Supervision of Instruction, the Student Progress Plan, and the Teacher Appraisal Workshop for Principals; and Project LEADER for four new community school administrators. **60%**
H.2 The implementation of practices that provide for maximum effectiveness in the utilization of supervisory services.	Instruction	Instructional Services Center, regions, Chapter 1 and Staff Development have provided training in Academic Learning Time to 131 teachers and 20 administrators/ supervisors in 51 schools, Resident Supervisory Support to 116 persons, and other programs which improve the quality of supervisory services. **60%**
	Special Services and State Affiars	In SY 1982-85 annual plans for strengthening instructional supervision were developed, implemented, monitored and evaluated; and administrative weekly staff meetings were conducted to ensure that attention would be given to implementation problems, corrective actions, or other needed adjustments. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 1H

ESTIMATED PERCENTAGES OF ACHIEVEMENT



101

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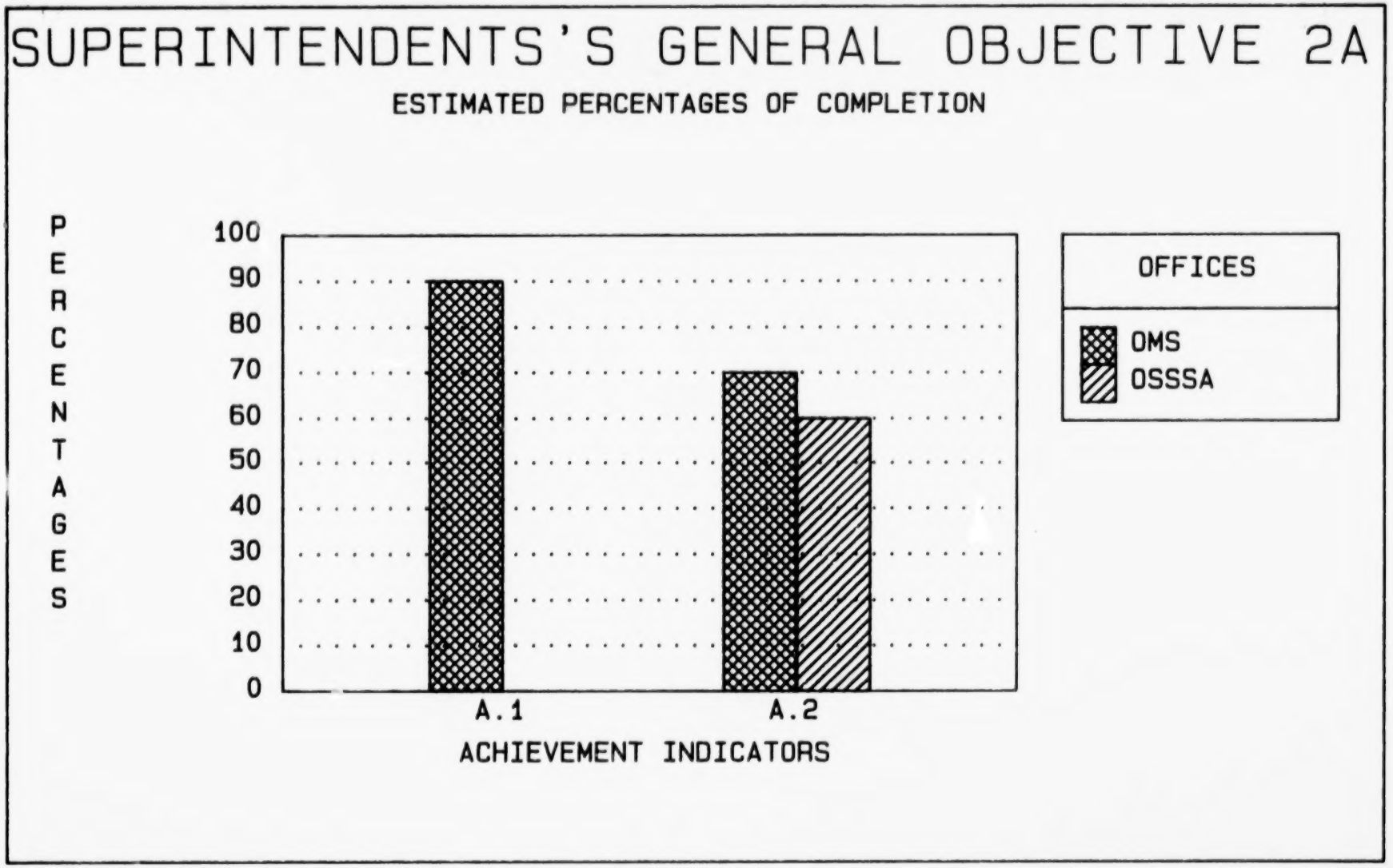
MANAGEMENT IMPROVEMENT

PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 2A: **In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.1 Timely payments to vendors and internal audit verifications of established appropriated, non-appropriated, and local school funds;	Management Services	Establishment of Delivery Control Unit, issuance of monthly reports to all managers, turn-around for payment limited to 30 days, and timely follow-up on outstanding purchase orders completed 100%; reduction in log time in mailing out purchase orders and floaters completed 50%. **90%**
A.2 Refined procurement process supported by current state-of-the-art automated support systems and prompt delivery of goods and services;	Management Services	Review of all policies, update of procedures, refinement of document flow process, review and modification of functional requirements, functional interviews, determination of level of effort and audit details, analysis of design and clarity of data elements, and review and confirmation of data base requirements completed 100%; acceptance of prototype design, preparation of training prospectus, training, use of prototype system on a pilot basis, and determination of implementation phase to be completed. **70%**
	Special Services and State Affairs	Grants Administration established processes and procedures for receipt of federal RFP's, technical review and sign-off by appropriate personnel; provided staff development programs in grantsmanship and proposal development; and monitored federal grants expenditures to ensure compliance with federal requirements as evidenced by financial reports. **60%**



105

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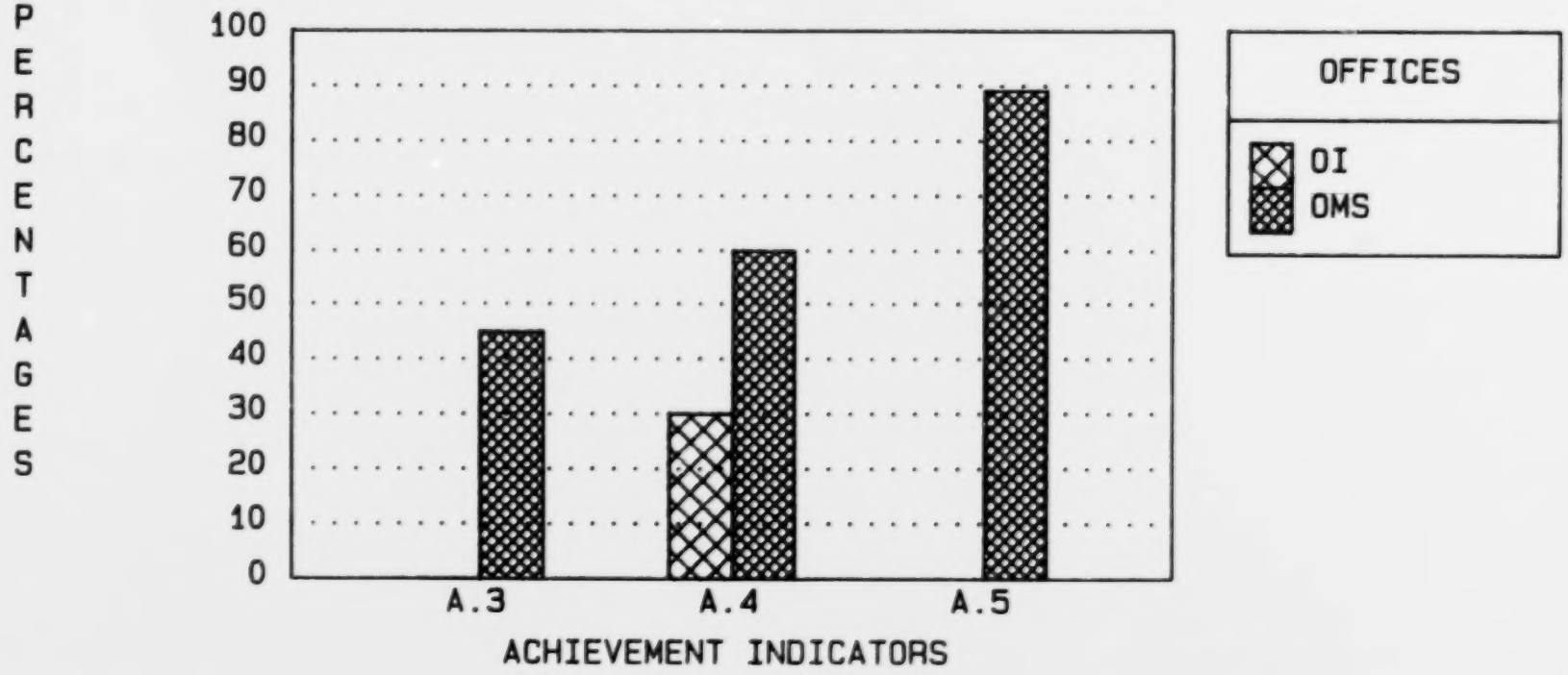
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 2A: **In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs; and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.3 Reduced operational costs based upon energy conservation;	Management Services	Overtime requirements in 35 schools reduced, kilowatt demand in 35 schools reduced, pilot energy control program implemented in 5 schools, retrofit radiators with traps and valves installed in 85 schools, boiler water treatment program implemented in 97 schools, turbulators installed in 4 schools, and energy display signs posted in 100 facilities -- all completed 100%; reduction in third class engineers in 35 schools, changing to fluorescent lighting in 8 schools, and computerized energy management system in 50 schools to be completed. **45%**
A.4 Increased in-service training opportunities for support services personnel;	Instruction	Implementation plans initiated for providing training to support services personnel. **30%**
	Management Services	Process for offering training to support personnel reviewed, system to publicize available training developed, personnel assigned to expedite requests, and request for funding to be placed in each division completed; Employee Handbook and in-house training to be completed. **60%**
A.5 Reduction of paperwork through the development and implementation of a coordinated, streamlined, uniform reporting system.	Management Services	Standard for Acquisition of Information Services, DCPS MAPPER System Standards and Guidelines, capability of offices to use MAPPER, automated Comprehensive Education Plan update and monitoring system, and establishment of Data Processing Steering Committee completed; Electronic Mail piloted with the implementation about 50% completed. **89%**

SUPERINTENDENT'S GENERAL OBJECTIVE 2A

ESTIMATED PERCENTAGES OF COMPLETION



107

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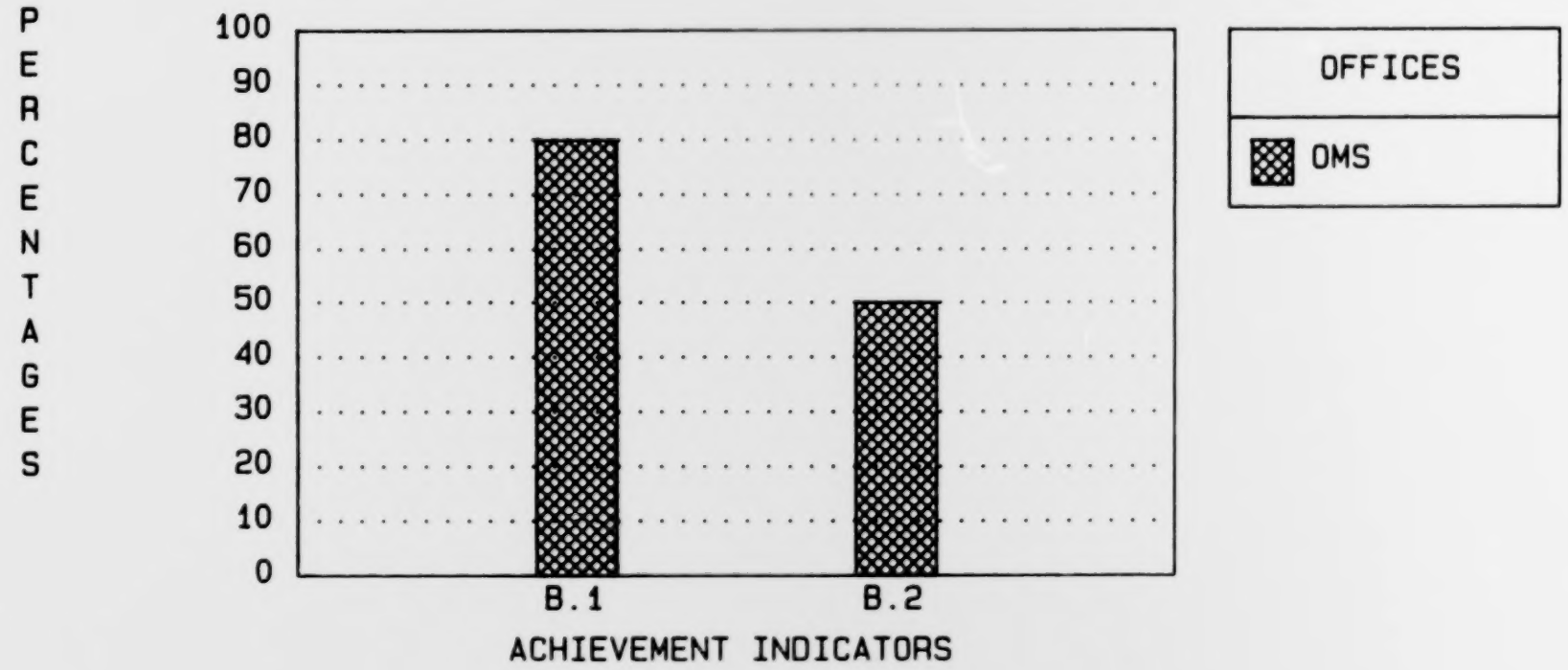
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 2B: Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
B.1 A comprehensive plan for the collection, processing and management of data;	Management Services	Survey of data management needs and processes completed in SY 1984; review and evaluation of previous year's plan adjustments for MIS support completed by SY 1985. **80%**
B.2 Implementation of a Management Information System.	Management Services	MIS subsystems, schedules and priorities completed; REMCIS position control and authorization (other than personnel services), and staff personnel and employee inventory completed; REMCIS attendance and payroll processing to be completed; SUMS student registration completed while SUMS student assessment remains to be completed; ALMS inventory accounting, work order processing, vehicle maintenance system and bidders list applications completed, and ALMS pilot supply management application to be completed; enhanced associated resources to be completed. **50%**

SUPERINTENDENT'S GENERAL OBJECTIVE 2B

ESTIMATED PERCENTAGES OF COMPLETION



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PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

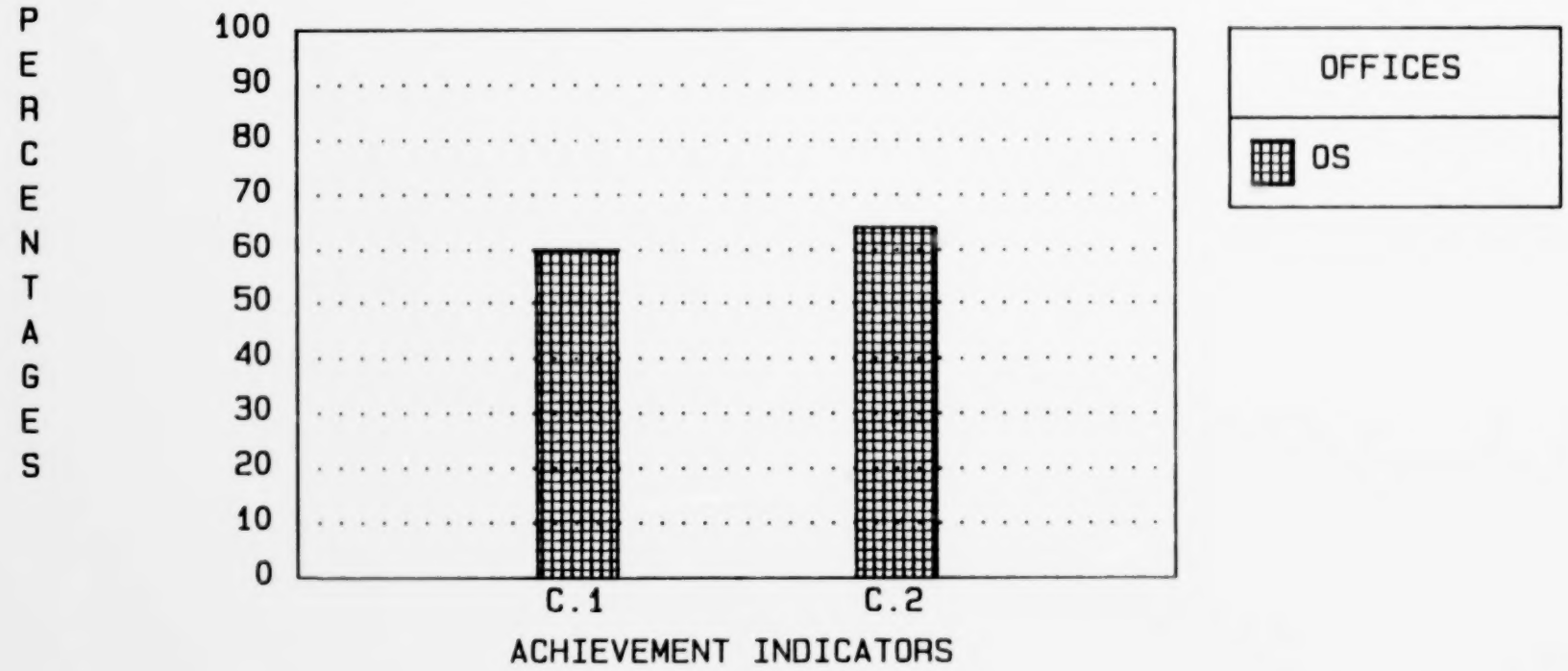
Superintendent's General Objective (SGO) 2C: **In accordance with the guidelines of the Board of Education, the Superintendent will administer current labor-management agreements and direct the negotiation of their renewal.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
C.1 Maintenance of good labor-management relations;	Superintendent	Objectives related to maintenance of good labor-management relations are ongoing; all objectives being achieved on-schedule. **60%**
C.2 Completion of negotiations of expired labor-management contracts.	Superintendent	Six labor agreements [Washington Teachers Union (2), Council of School Officers (1), and Council 20 AFSCME (3)] being negotiated; fourteen (14) of twenty-two (22) objectives completed. **64%**

110

SUPERINTENDENT'S GENERAL OBJECTIVE 2C

ESTIMATED PERCENTAGES OF COMPLETION



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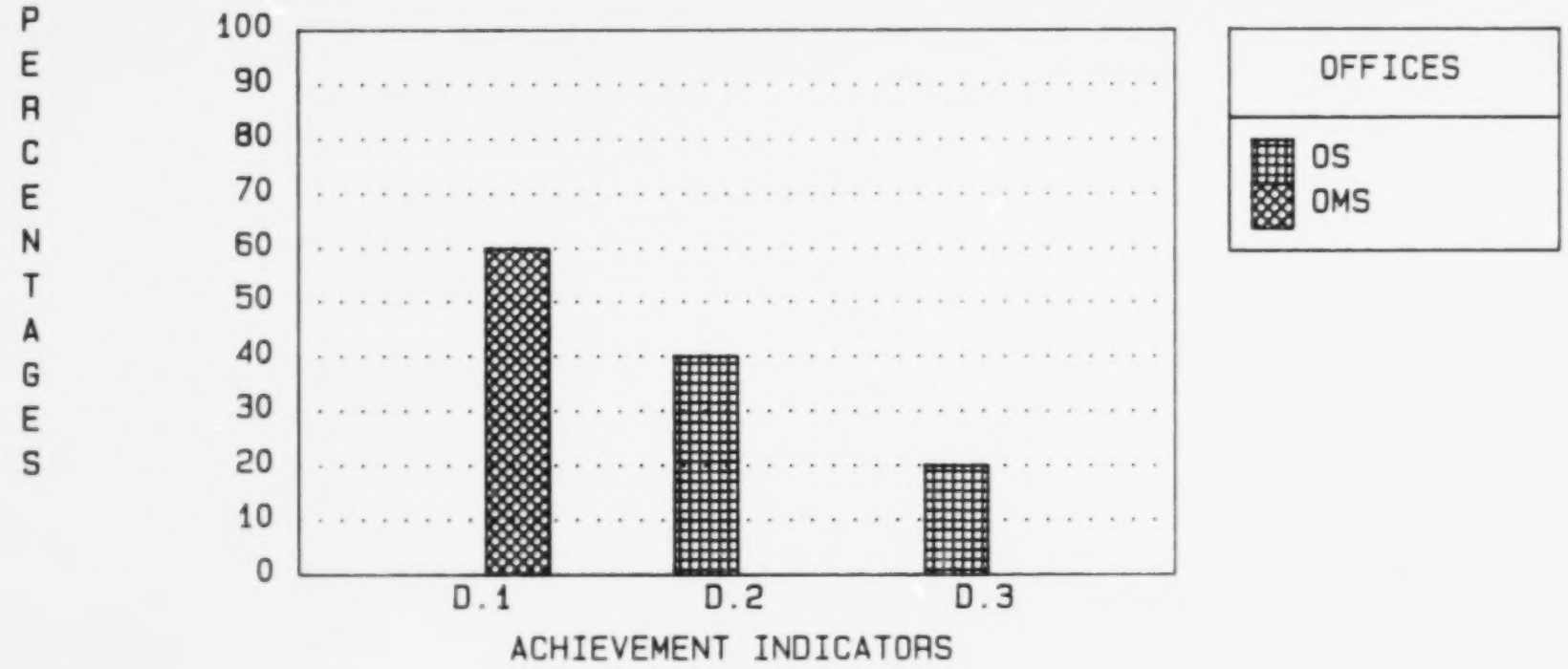
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 2D: **Under the direction and leadership of the Superintendent, management analysis services will be provided to offices, divisions, and regions, to increase the efficiency and effectiveness of selected programs and operations.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
D.1 Development of management analysis reports on various programs and operations;	Management Services	The management report on the Division of Quality Assurance has been completed, and efforts are underway to implement the recommendations; a financial audit of the school system has been completed, as well as audits of the food services program and private day care operations. **60%**
D.2 Implementation of approved recommendations;	Superintendent	Recommendations contained in the operations audit for the Division of Quality Assurance are being implemented; the total set of recommendations will require 3 years to complete. A functional realignment of the division's activities is in progress; those functions which are not part of the Division's mission are being transferred to more closely related organizational units. **40%**
D.3 Increased efficiency and effectiveness of selected programs and operations.	Superintendent	The projects undertaken in the Division of Quality Assurance and Management Planning use a matrix format. Senior staff assigned to projects are responsible for the development of plans, budgets, and resource requirements to complete the assignments through the establishment of ad-hoc teams. Generally, the outcomes or products contain the contributions of appropriate staff who participate on several projects, providing their input when needed. **20%**

SUPERINTENDENT'S GENERAL OBJECTIVE 2D

ESTIMATED PERCENTAGES OF COMPLETION



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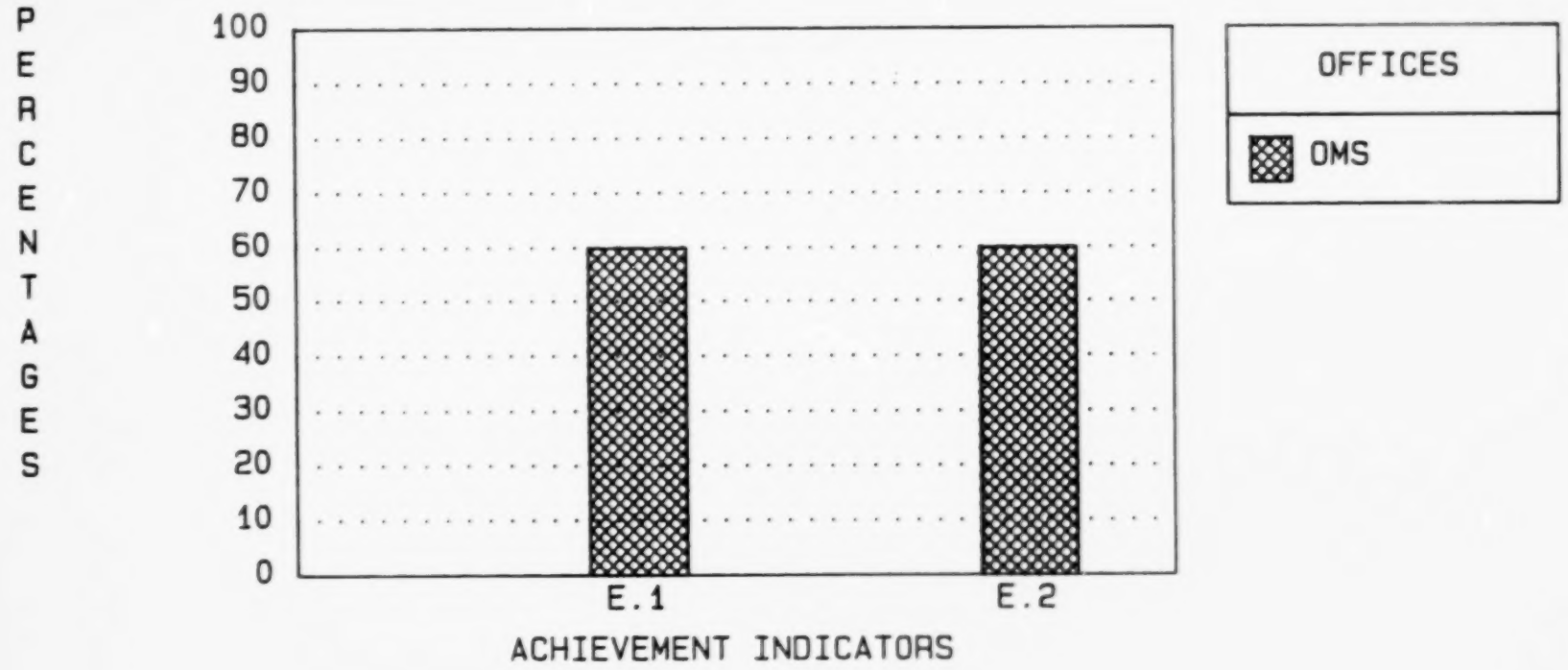
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 2E: Within available resources, the Superintendent will improve the maintenance of school properties through increasing the efficiency of maintenance and repair operations.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
E.1 Documented evidence of reductions in contract support for maintenance and repairs;	Management Services	Review of contracts to determine which can be made by the school system completed annually; increase in the number of repair teams in Regions A, B, C and D; annual summary of all maintenance training requirements, and improvement of training completed 100%. Increase in the number of craftsmen in repairs and improvements, and thorough review, evaluation and improvement of preventive maintenance remain to be completed. **60%**
E.2 Reduction in requests from Buildings and Grounds supervisors.	Management Services	Frequently used materials and supplies provided through regions, increase in repairs and maintenance skills of building staffs, and quick repairs to discourage vandalism completed 100%; upgrading standards for Buildings and Grounds supervisors, and improvement of inspections and preventive maintenance to be completed. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 2E

ESTIMATED PERCENTAGES OF COMPLETION



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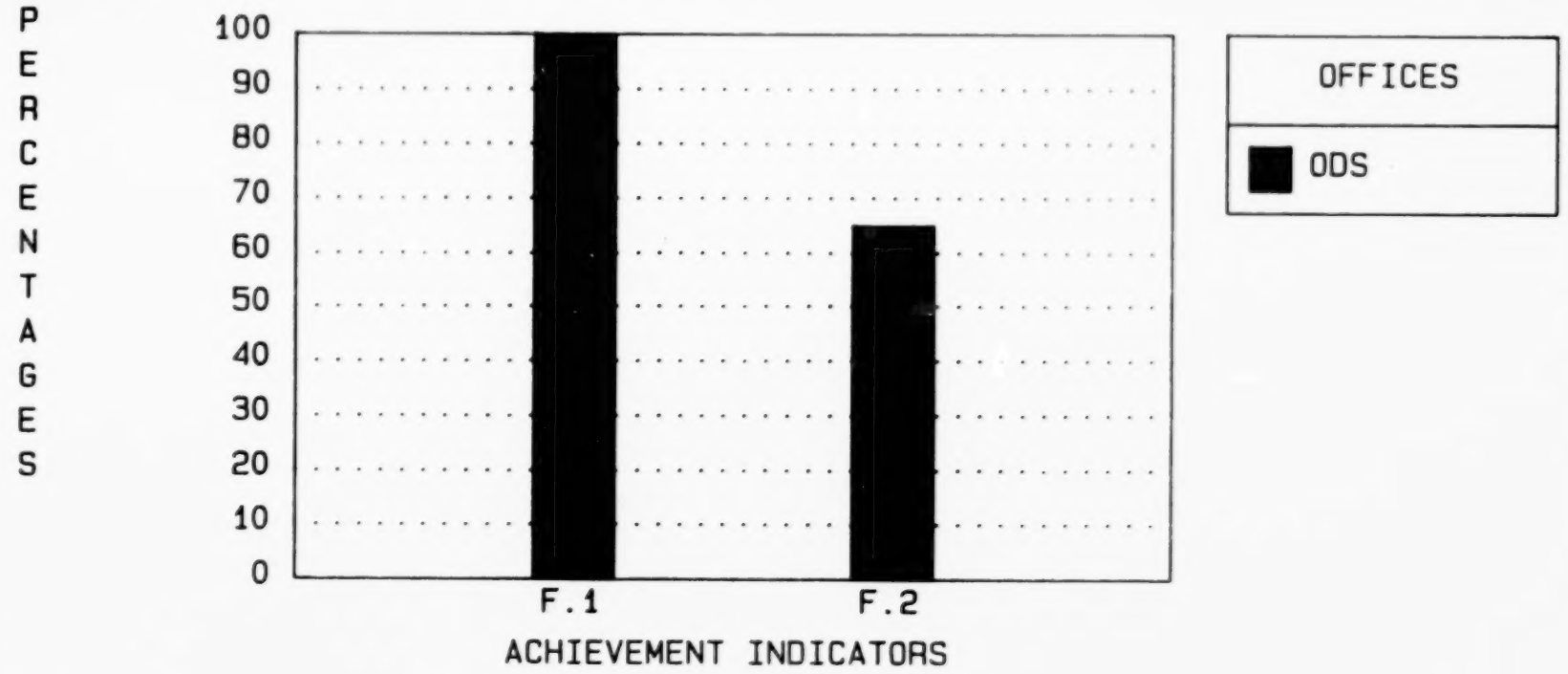
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 2F: Recognizing the necessity for an environment conducive to learning, and within available resources, the Superintendent will upgrade the provisions for safety and security.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
F.1 A comprehensive analysis of safety and security procedures;	Deputy Superintendent	Comprehensive review of safety and security detailed in report to the Superintendent: Analysis of Security Operations, Volume 1, Final Report, November 1983; analysis of administrative directives currently under study. **100%**
F.2 Significant reduction in incident reports.	Deputy Superintendent	Fewer incidents; 16 additional security aides; schools' safety committees actions have improved security in schools. **65%**

SUPERINTENDENT'S GENERAL OBJECTIVE 2F

ESTIMATED PERCENTAGES OF COMPLETION



117

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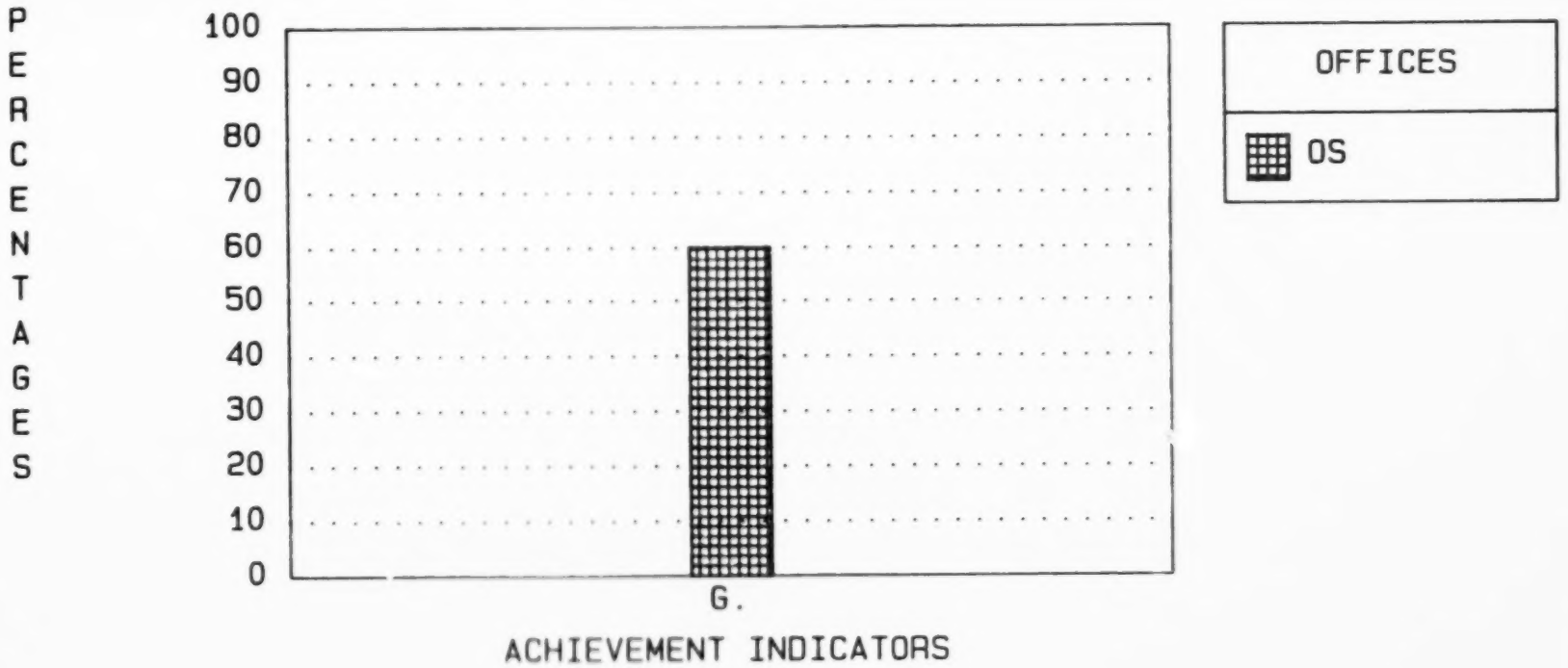
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 26: **Taking into account changes required by the advent of new technologies, methodologies, and limited financial resources, the Superintendent will examine the organizational structure of the central administration and modify, realign and/or reorganize as required.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
G. Modified, realigned and/or reorganized organizational structure.	Superintendent	Organizational structure of central administration examined and reorganized as needed. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 2G

ESTIMATED PERCENTAGES OF COMPLETION



119

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PLANNING

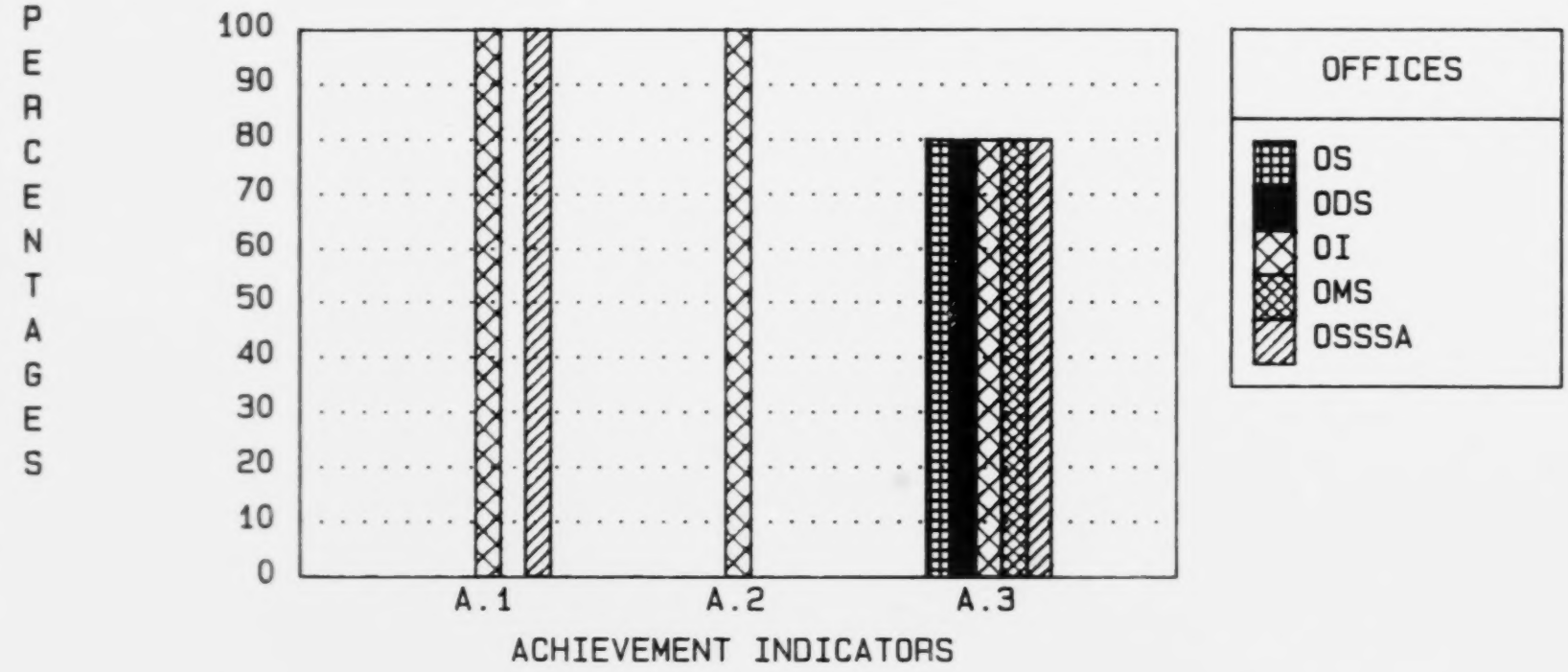
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 3A: **Using available staff and resources, the Superintendent will design and implement a comprehensive multi-year plan for SY 1983-87 (including a facilities plan) from which a one year Comprehensive Education Plan for SY 1983-84 will be extracted.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.1 Completion of Multi-Year Comprehensive Education Plan for SY 1983-87;	Instruction	Multi-Year Comprehensive Education Plan, SY 1983-87 completed. **100%**
	Special Services and State Affairs	A comprehensive three-year program plan for the education of the handicapped was prepared and submitted to the U.S. Department of Education as the District of Columbia's State Plan under Part B of the Education of the Handicapped Act (P.L. 94-142) as amended. **100%**
A.2 Completion of Comprehensive Education Plan for SY 1983-84;	Instruction	Comprehensive Education Plans for SY 1984, 1985 and 1986 have been completed. **100%**
A.3 Updated multi-year plan through the development of annual plans.	Superintendent	Four years of the school system's five-year plan have been done, each year demonstrating greater receptivity and commitment to the efficacy of long range planning. **80%**
	Deputy Superintendent	Multi-Year Plan updated annually by the Office of the Deputy Superintendent. **80%**
	Instruction	Four years of Multi-Year Plan completed, updated annually and disseminated in August 1983, 1984 and 1985. **80%**
	Management Services	Education Plan completed for SY 1983 through SY 1986; plan updated quarterly in SY 1985. **80%**
	Special Services and State Affairs	Annual Plans were developed using the Multi-Year Comprehensive Education Plan as a guide for SY 1983 through SY 1986. **80%**

SUPERINTENDENT'S GENERAL OBJECTIVE 3A

ESTIMATED PERCENTAGES OF COMPLETION



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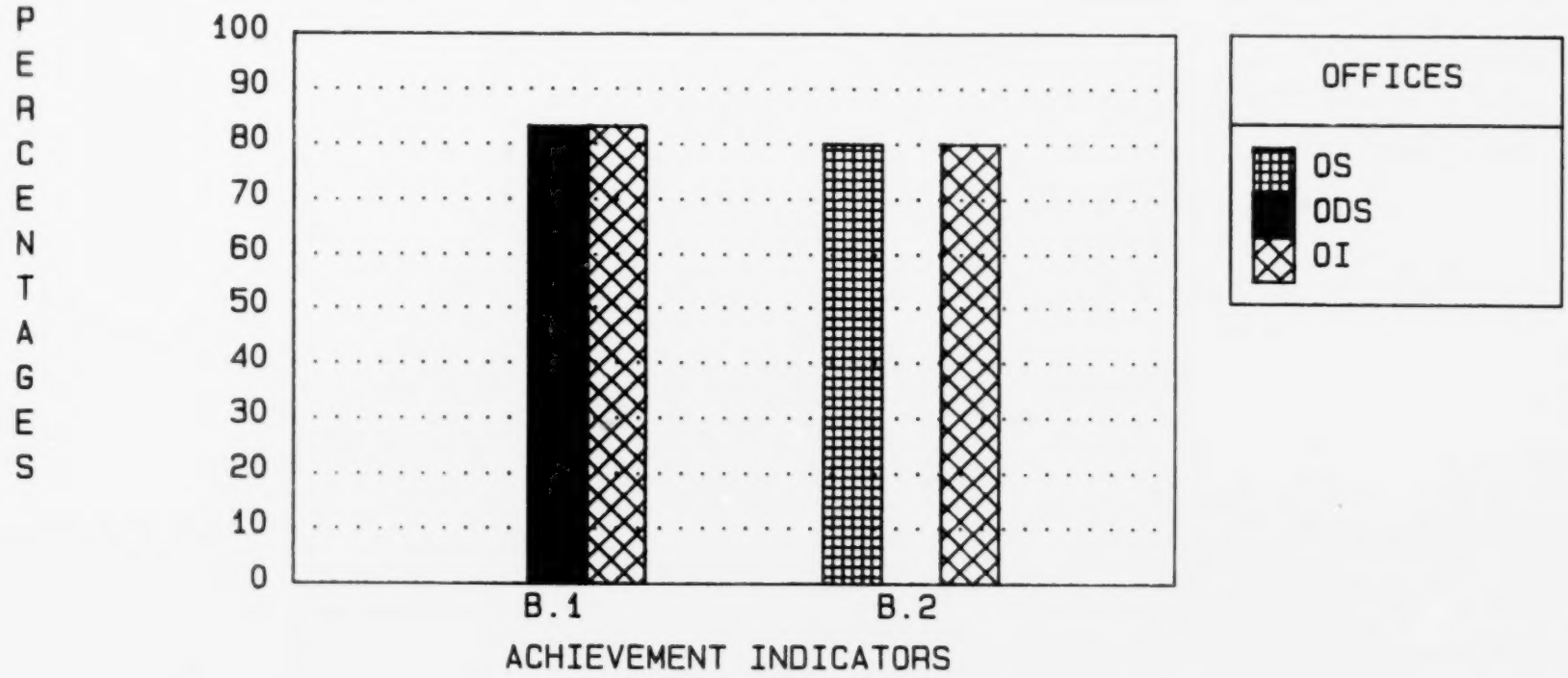
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 3B: Using available staff and resources, the Superintendent will design and establish public/private partnerships.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
B.1 Conceptual designs for specific public/private partnerships;	Deputy Superintendent	Public/Private Partnerships are established in five high schools; International Studies being established. **83%**
	Instruction	All Public/Private Partnerships as envisioned have been designed: Business and Finance, Communications, Health Professions, Hospitality and Culinary Arts, and Engineering; one additional program in International Studies to be established. **83%**
B.2 Negotiated public/private agreements.	Superintendent	The originally proposed public/private partnership schools have been operationalized, and variations on the partnership concept have been beneficial to the schools, especially those linked to federal agencies in one-on-one relationships; contacts with prospective private sector firms, city and federal agencies, foundations, colleges and universities are both frequent and productive. **80%**
	Instruction	Negotiations are on-going to facilitate program support and expansion. **80%**

SUPERINTENDENT'S GENERAL OBJECTIVE 3B

ESTIMATED PERCENTAGES OF COMPLETION



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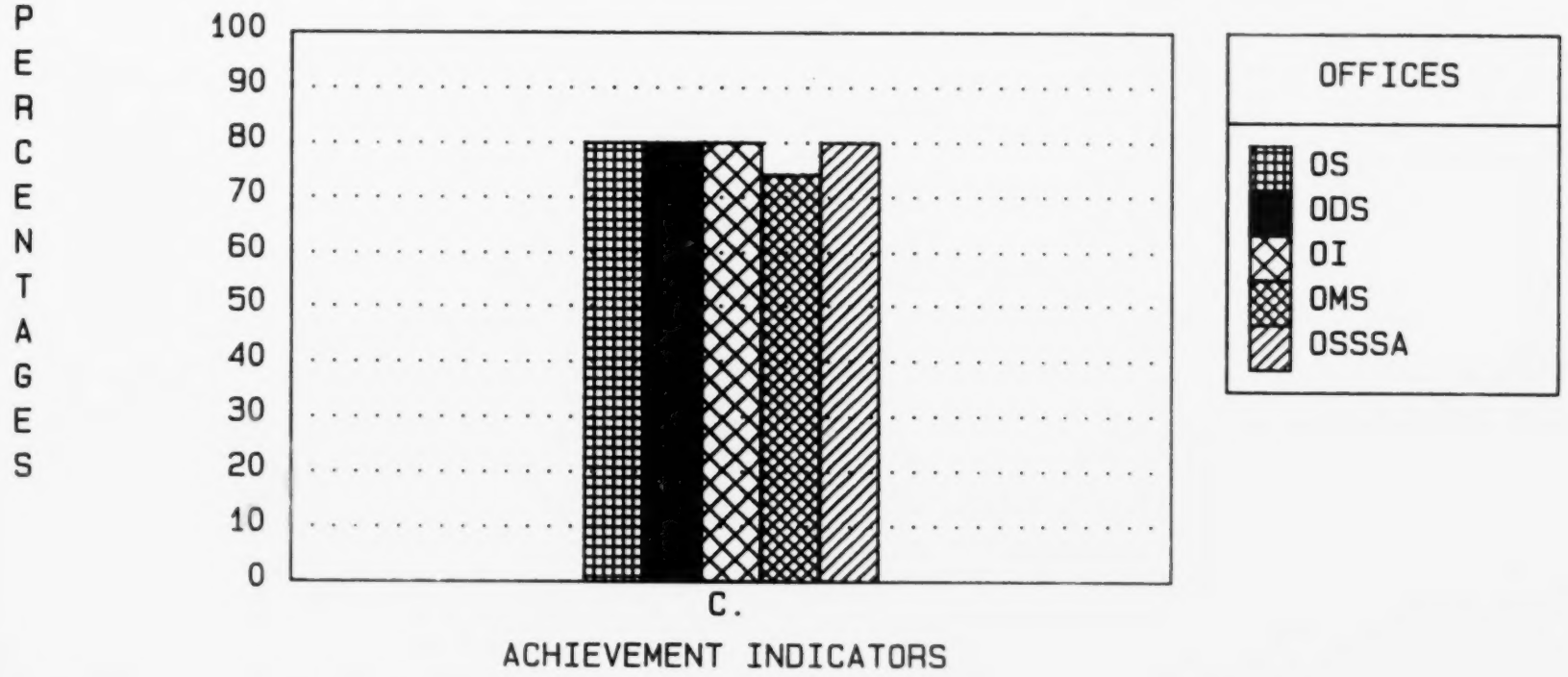
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 3C: **In accordance with the Rules of the Board of Education, the Superintendent will develop annual budget plans for the multi-year planning period, SY 1983-87.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
C. Annual budget plans for the multi-year planning period, SY 1983-87.	Superintendent	Formulation of five-year Budget Plan was developed and implemented by the Budget Division; revisions in FY 1984, FY 1985 and FY 1986 have been made to accommodate City Council suggestions. **80%**
	Deputy Superintendent	Four out of five years of the annual budget plans completed. **80%**
	Instruction	Identification of new and continuing operations/services were completed annually; personnel and other resource needs were projected in determining budget requirements; budget justifications to budget questions were developed; preparation of the budget for FY 1987, the last year of the Five Year Plan, will begin fall 1985. **80%**
	Management Services	Development of annual Budget Preparation Plan, SY 1983-87, with approval, implementation, and submission of the Board's recommended budget to the City Council, 75% completed; revision to reflect City Council requested funding completed FY 1984 and FY 1985, 69% completed for FY 1986. **74%**
	Special Services and State Affairs	Annual budgets have been developed for all organizational units under this office for SY 1983 through SY 1985. **80%**

SUPERINTENDENT'S GENERAL OBJECTIVE 3C

ESTIMATED PERCENTAGES OF COMPLETION



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QUALITY ASSURANCE

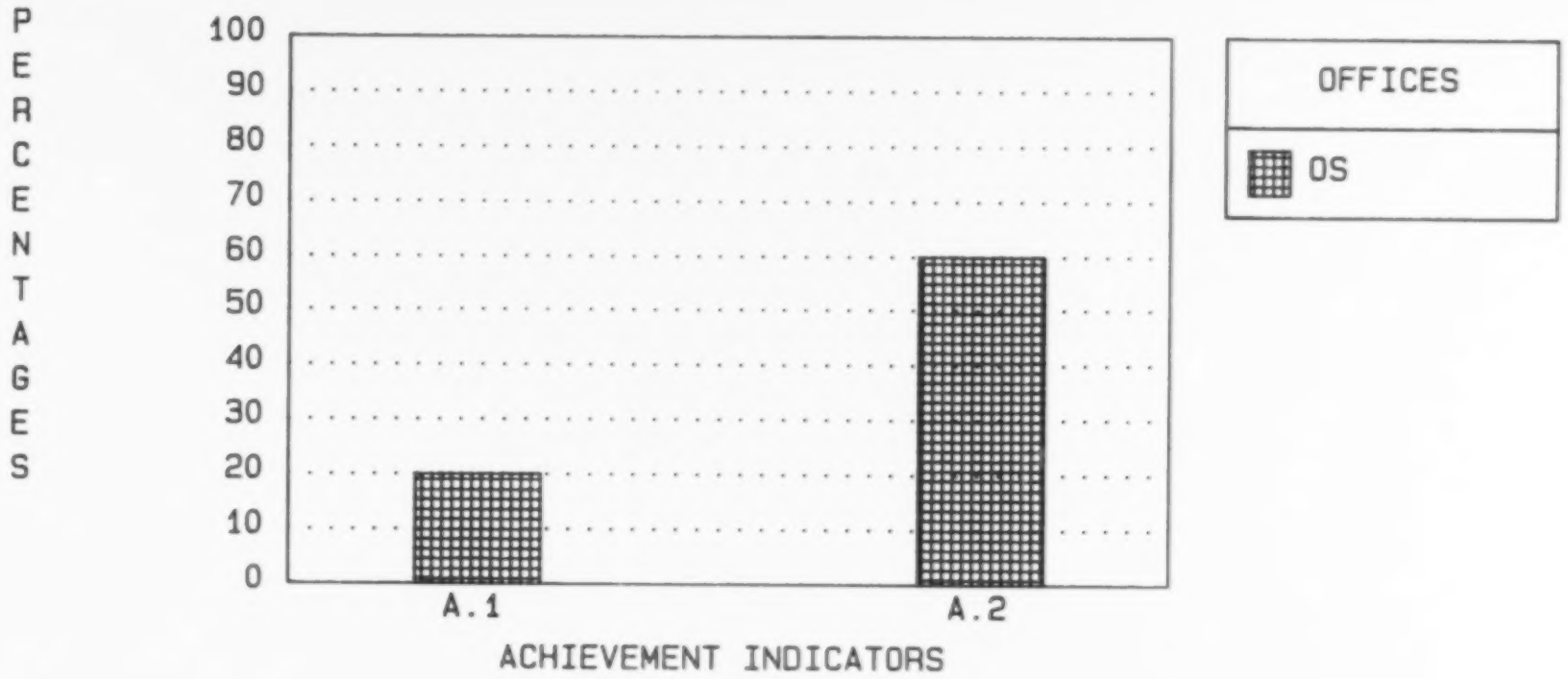
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 4A: **Utilizing available staff and resources, the Superintendent will identify research issues and direct the design and implementation of educational research projects which support the priority areas of the school system.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.1 Established research projects in identified priority areas;	Superintendent	The development of a research agenda is underway; research areas are being identified and questions developed to determine the magnitude of effort required. The agenda covers several years and will contain both short-term and long-term items. An annual set of priorities must be developed and adopted. During the third quarter of each fiscal year the research agenda will be revised. **20%**
A.2 Reported results of research projects.	Superintendent	Research reports, including findings and recommendations, are continually submitted to program managers and operators to provide support and direction for decision-making. The reports are assessed to determine the best presentation formats and methods for ensuring the delivery of useful and timely information. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 4A

ESTIMATED PERCENTAGES OF COMPLETION



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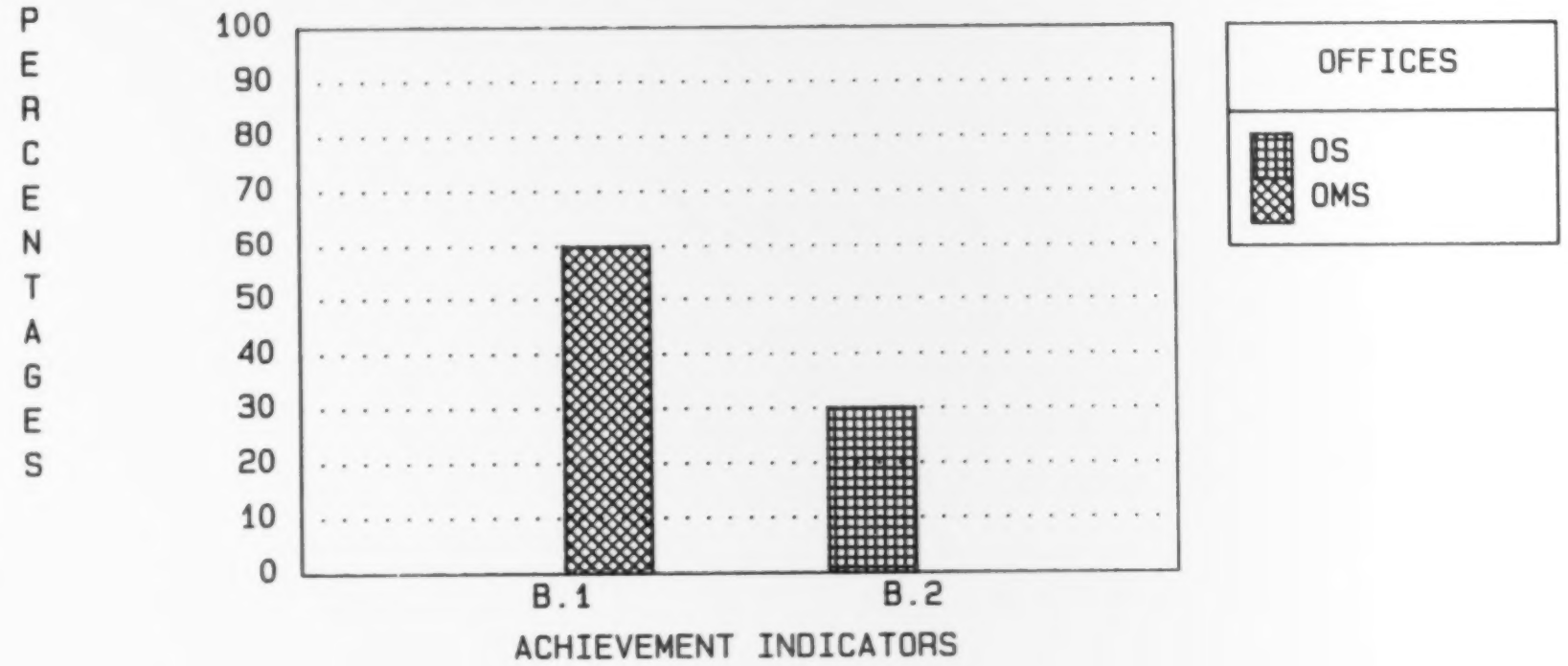
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 4B: **Using available staff and resources, the Superintendent will design and implement an accountability system which provides for a more objective and effective evaluation of personnel and programs.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
B.1 An operationalized accountability system;	Management Services	Accountability for school system staff has been effectively operationalized through the revisions of the Performance Evaluation of School Officer Personnel and the Teacher Appraisal Process. **60%**
B.2 Evaluation reports on educational programs.	Superintendent	Evaluation reports for federally funded programs are completed annually. The form and content of these reports are constantly being refined to be useable by program managers. In addition, longitudinal evaluations are planned to determine program effectiveness over time. As common data bases are available, cross referencing and more complex aspects of programs can be evaluated. These evaluations will begin to isolate or pinpoint specific variables that are factors in either the success or failure of a program. **30%**

SUPERINTENDENT'S GENERAL OBJECTIVE 4B

ESTIMATED PERCENTAGES OF COMPLETION



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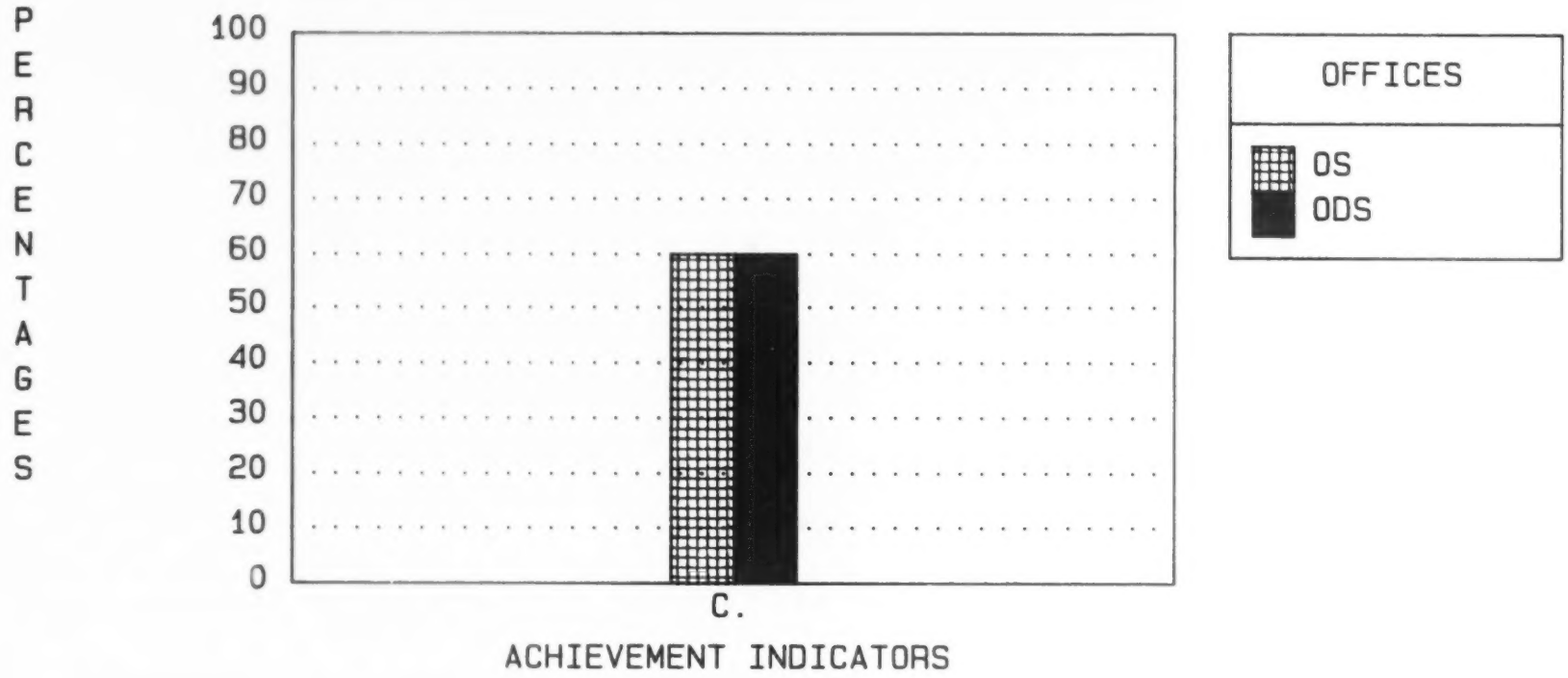
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 4C: **In accordance with the Rules of the Board of Education, and the ongoing assessment and evaluation of the instructional program and student achievement, the Superintendent will establish and implement an approved citywide testing program.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
C. Implementation of the approved Citywide Assessment Program and the reporting of assessment data in accordance with the Rules of the Board of Education.	Superintendent	The Rules of the Board of Education concerning citywide testing have been submitted and adopted, and Directives containing the administrative procedures to implement the policy have been prepared. Upon adoption of these procedures, copies will be transmitted to all affected offices. The testing program for SY 1984-85 has been completed. **60%**
	Deputy Superintendent	Citywide assessment program implemented in local schools for SY 1983-85. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 4C

ESTIMATED PERCENTAGES OF COMPLETION



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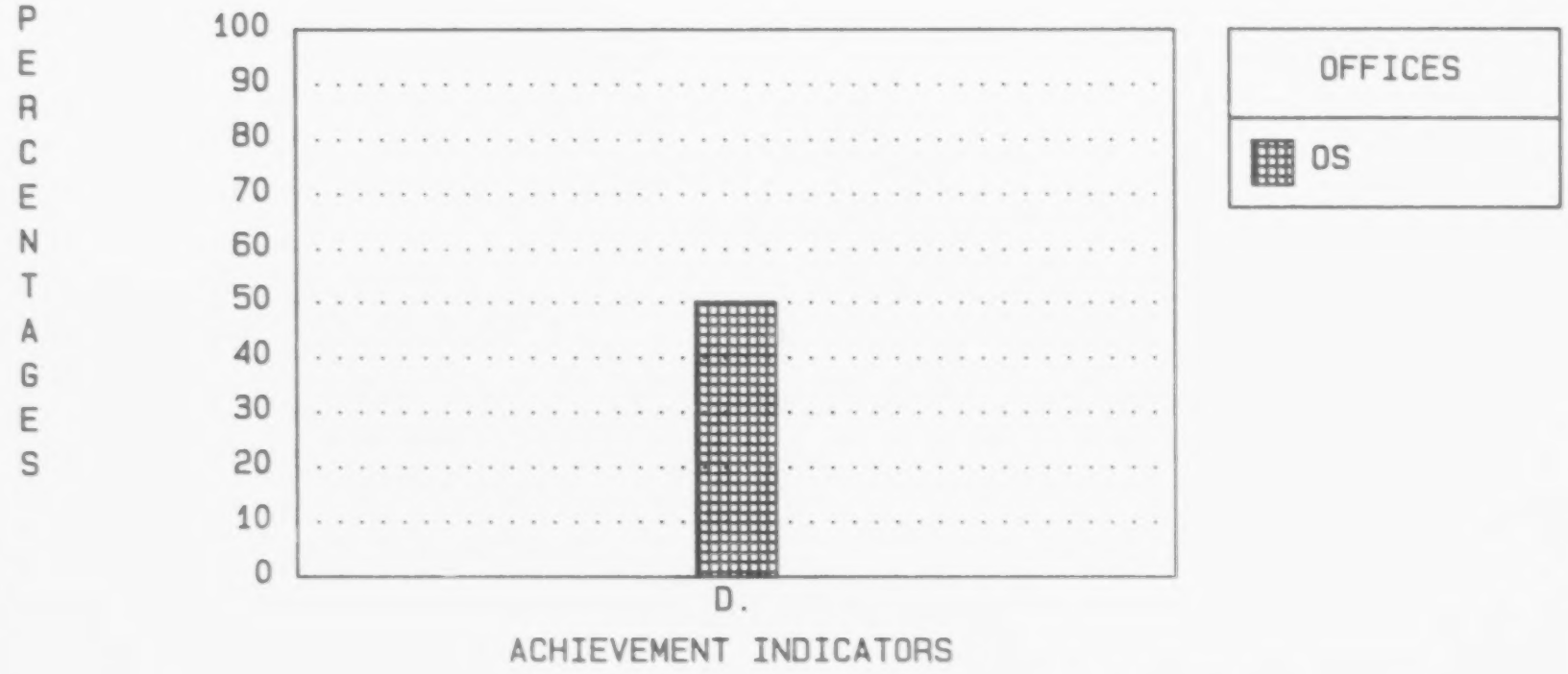
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 4D: **Utilizing available resources, the Superintendent will survey the state-of-the-art in educational technology in support of the improvement of student achievement, classroom instruction and management.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
D. Research reports on application of educational technology in improving student achievement, classroom instruction and management.	Superintendent	Research on the application of educational technology to improve student achievement, classroom instruction and management is underway. A portion of the research is being done by an outside consultant, related to the Chapter 1 program. One segment of the study compares student gains made through CAI to classroom instruction supplemented with teacher aides. **50%**

SUPERINTENDENT'S GENERAL OBJECTIVE 4D

ESTIMATED PERCENTAGE OF COMPLETION



137

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RESOURCE DEVELOPMENT

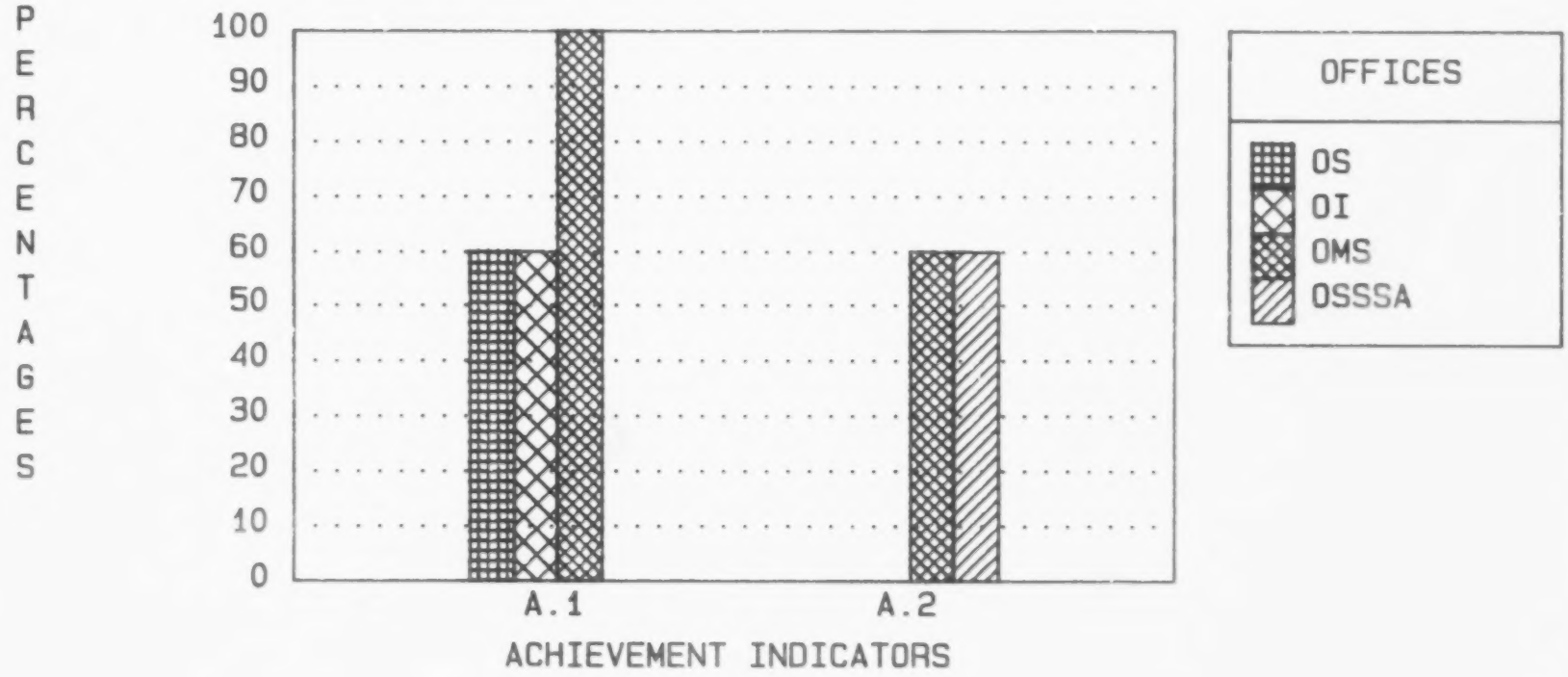
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 5A: **In accordance with federal, state, and local regulations, the Superintendent will administer state level block grant programs and monitor the distribution of funds and operation of programs by local education agencies.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A.1 Effective utilization of block grant funds to complement regular appropriated funds for education;	Superintendent	Through more efficient program management and efficient processing of federal grant funds, services from federal grant programs in support of the regular school programs continue to be improved. **60%**
	Instruction	The District Facilitator Project sponsored training involving 72 administrators and 572 teachers affecting 22,989 students in local schools for NDN programs between October 1982 and March 1985; Embassy Adoption Program involved participation of 43 elementary schools and 43 embassies to supplement the standard social studies curriculum serving 3,600 students. **60%**
	Management Services	Separate agency reporting categories for each grant fund were developed and maintained in both internal and external budget files. Consequently, all budget allocations and changes are controlled by referencing the agency reporting category. **100%**
A.2 Reports and recommendations on waste, fraud and abuse.	Management Services	Individual and group sessions are provided during the year to facilitate, prevent, and resolve problems encountered by grant managers. **60%**
	Special Services and State Affairs	The administration of both LEA and SEA programs funded under block grants continues to be refined based on program monitoring and evaluation findings; evaluation reports and recommendations are made to ensure compliance with federal regulations and requirements. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 5A

ESTIMATED PERCENTAGES OF COMPLETION



141

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PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

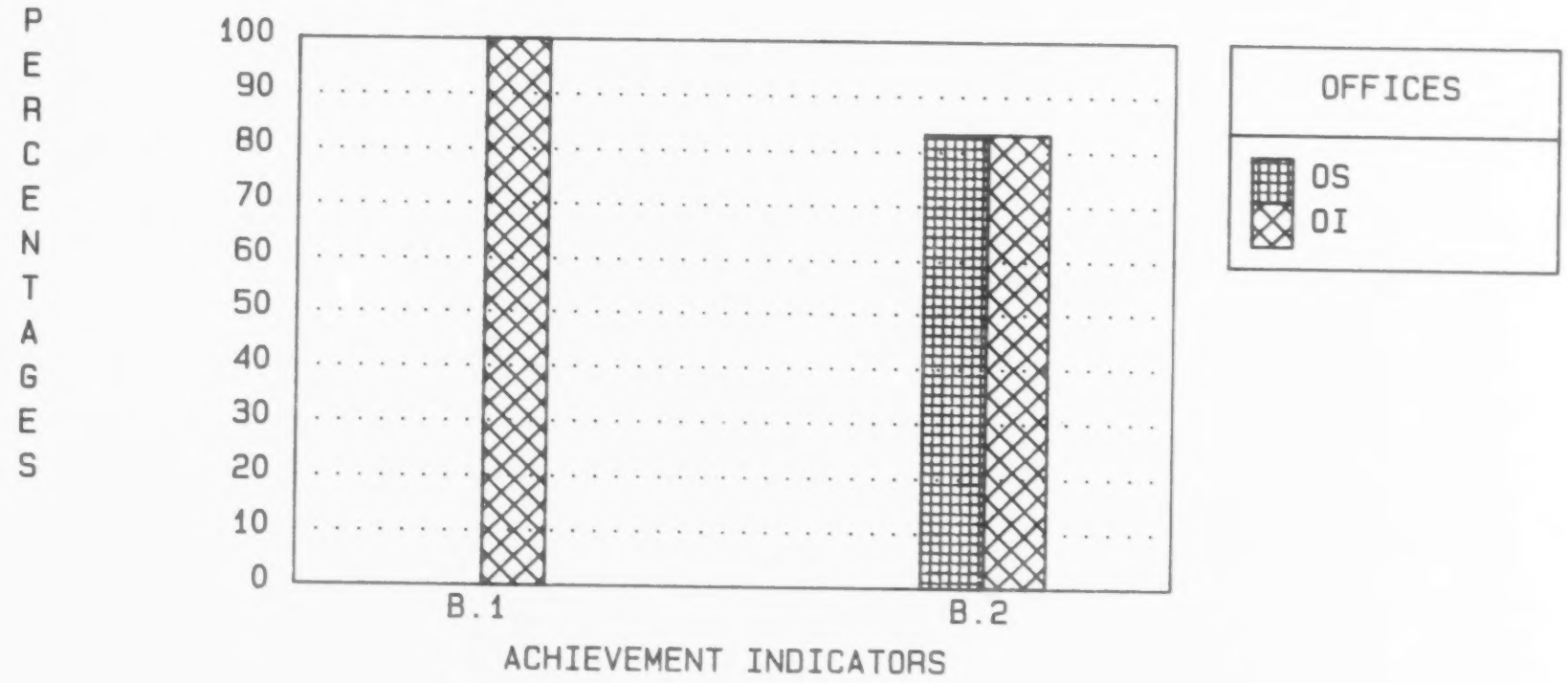
Superintendent's General Objective (SGO) 5B: **Under the direction and leadership of the Superintendent, DCPS will explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
B.1 Exploratory meetings/conferences with private sector representatives;	Instruction	Exploratory meetings/conferences completed for the five Public/Private Partnerships and the International Studies Program. **100%**
B.2 Informal commitments for public/private partnerships.	Superintendent	Five public/private partnerships have been successfully launched according to plan, and the International Studies Program will be implemented in fall 1985 at Wilson Senior High School. **83%**
	Instruction	Informal commitments completed for Public/Private Partnerships except for the International Studies Program. **83%**

142

SUPERINTENDENT'S GENERAL OBJECTIVE 5B

ESTIMATED PERCENTAGES OF COMPLETION



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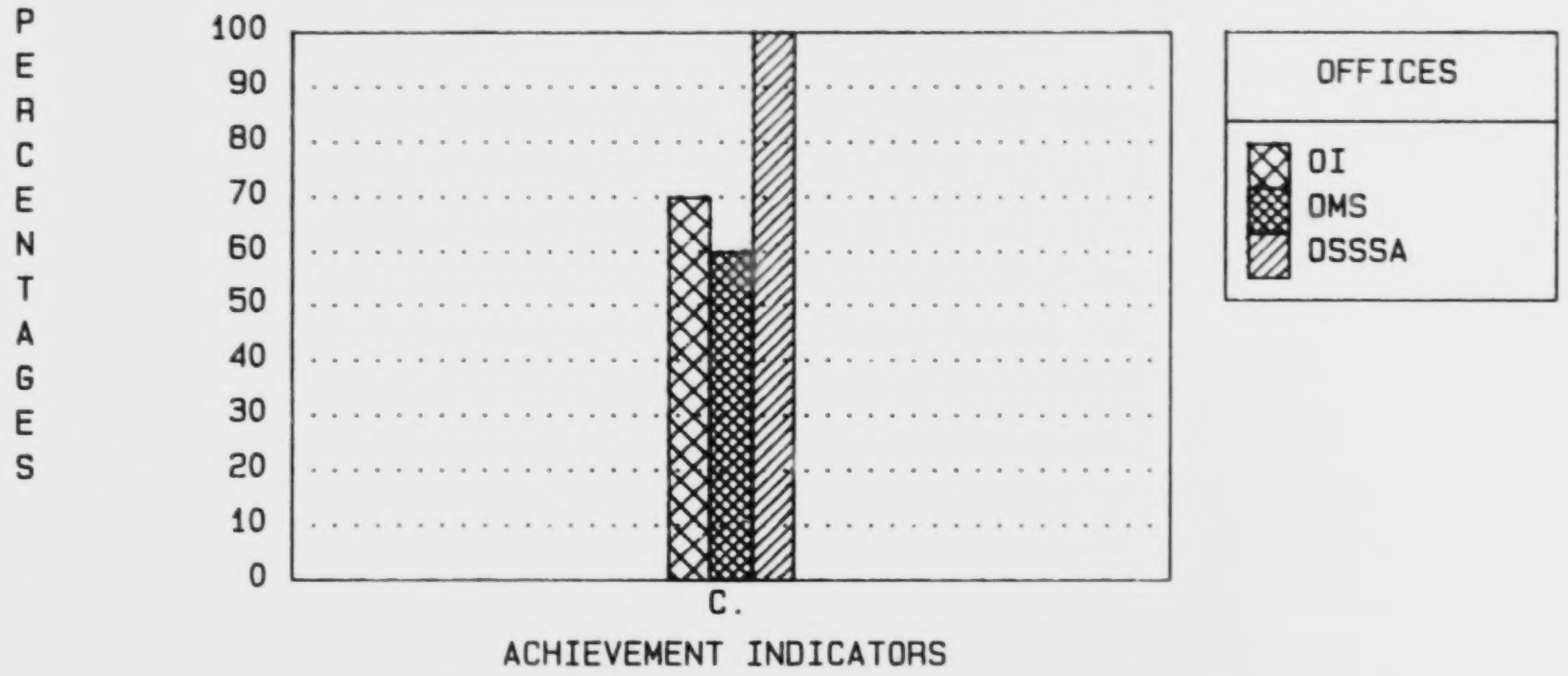
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 5C: **Recognizing the need to upgrade skills, and within available resources, the Superintendent will provide in-service training opportunities for instructional, administrative, and support staff.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
C. Provision of in-service training opportunities for school system personnel.	Instruction	Staff development needs addressed in the following critical areas: -- Teacher training in mandated courses/programs for recertification; -- Provision of in-service courses for recertification; -- Coordination with Project in Education to provide graduate credit for in-service courses; -- Training of support personnel including paraprofessionals; and -- Training of Trainers Program. **70%**
	Management Services	Completion of review process for offering training; development of a process to publicize training; assignment of personnel to expedite requests; and request for funding to be placed in each division. Employee handbook and in-house training capability to be completed. **60%**
	Special Services and State Affairs	While the Department of Staff Development was in the Office of Special Services and State Affairs, SY 1982-83 and SY 1983-84, it provided professional development and training opportunities for 4,136 administrative, instructional and support personnel. In addition, 67 School Incentive Staff Development Awards disseminated successful activities. The Council on Staff Development sponsored the Annual Spring Conference, attended by 250 educators, and provided workshops to 15 junior high schools, 33 elementary schools, 5 senior high schools, and 6 parochial schools. The D.C. Teachers' Center provided training for 1,705 teachers and 50 administrators. **100%**

SUPERINTENDENT'S GENERAL OBJECTIVE 5C

ESTIMATED PERCENTAGES OF COMPLETION



145

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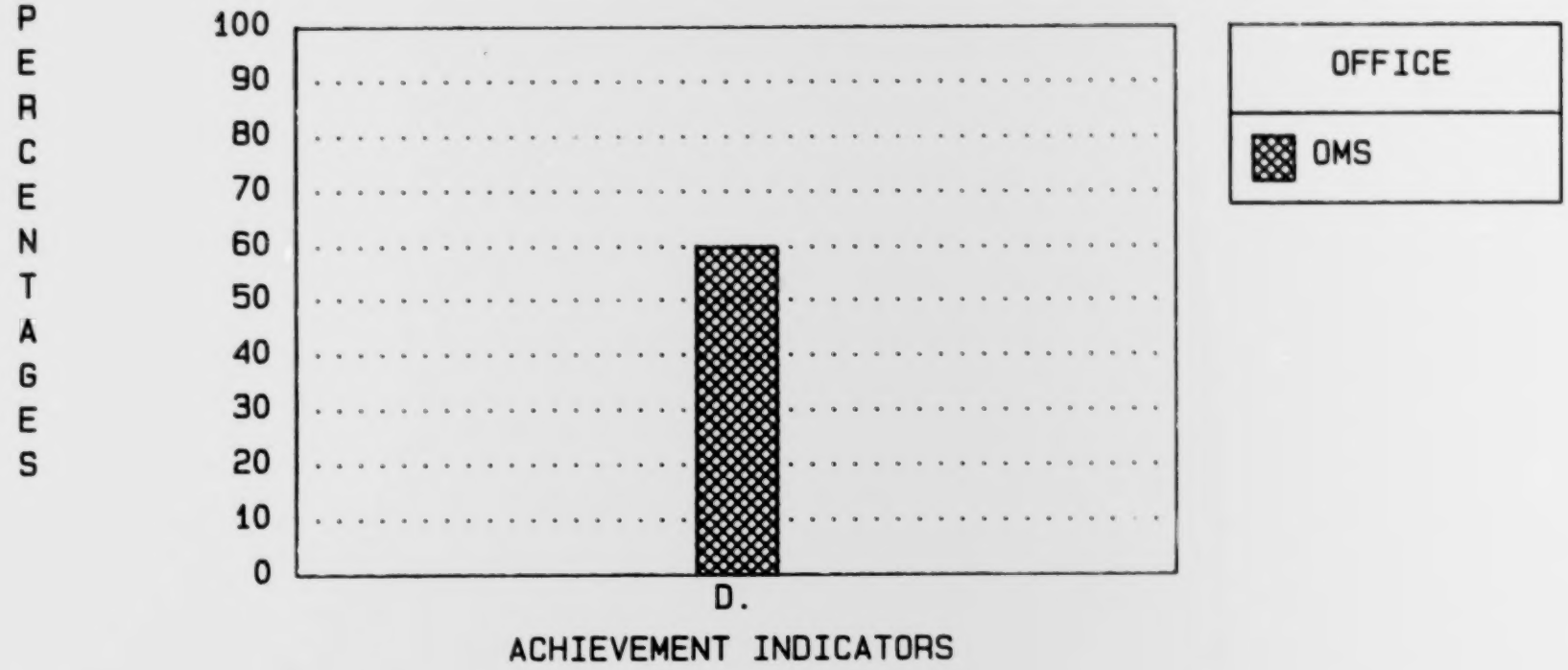
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 5D: **Under the leadership and direction of the Superintendent, and through the concerted efforts of offices, divisions, and regions, prepare and submit to the Board of Education a zero-base budget for SY 1984 and annual budgets for the multi-year period, SY 1983-87.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
D. Approved zero-base budget for SY 1984 and annual budgets for SY 1983-87.	Management Services	Recommendations developed, and approval secured for zero-base budgeting concepts to be employed in preparing the annual budgets. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 5D

ESTIMATED PERCENTAGES OF COMPLETION



147

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PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

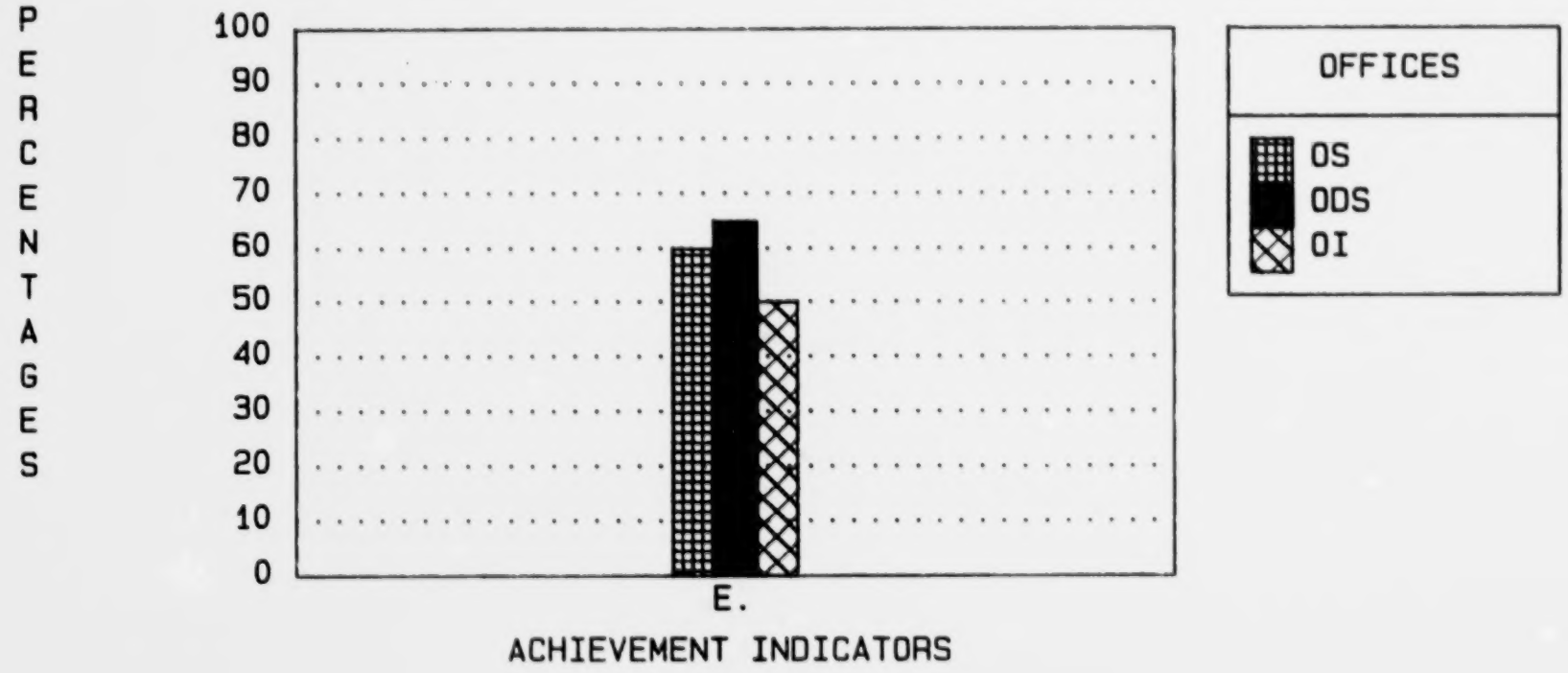
Superintendent's General Objective (SGO) 5E: **Recognizing the necessity for coordination and cooperation between publicy-supported educational institutions in the District of Columbia, the Superintendent will further develop the partnership between the University of the District of Columbia and the public school system.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
E. Expanded coordination and cooperation with the University of the District of Columbia.	Superintendent	Ways and means to broaden cooperative arrangements with UDC continue to be explored, as evidenced by minutes and agreements with the University. At least five projects are in progress or have been completed with UDC, including Project YES, the Saturday Academy, and the Gifted and Talented Program. **60%**
	Deputy Superintendent	Meeting agenda and agreements with the University of the District of Columbia on file. **65%**
	Instruction	Gifted and Talented Program, Saturday Academy, Project YES and staff development activities ongoing; evaluation study completed and recommendations implemented; a plan to expand coordination and cooperation needs to be developed. **50%**

148

SUPERINTENDENT'S GENERAL OBJECTIVE 5E

ESTIMATED PERCENTAGES OF COMPLETION



149

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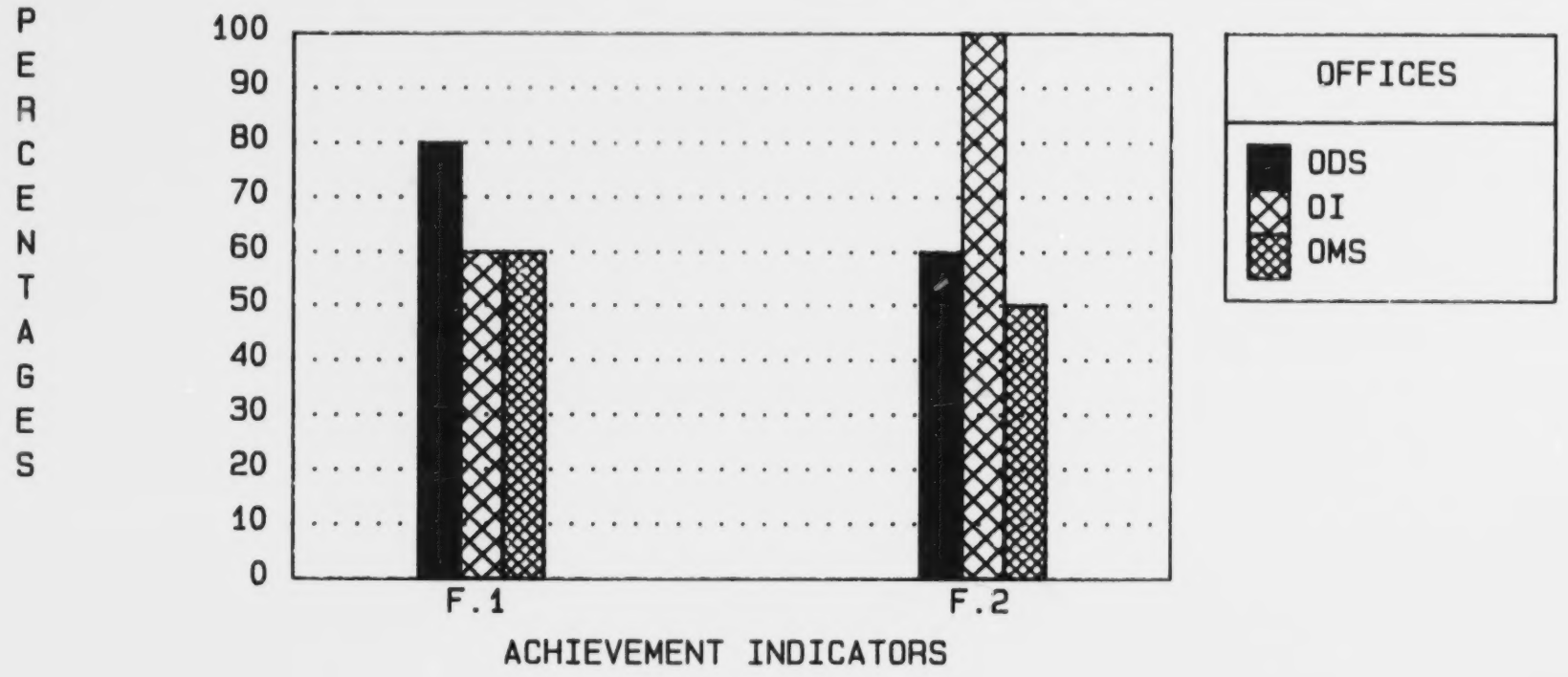
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 5F: **In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
F.1 Documented evidence of review of current supervisory and personnel procedures;	Deputy Superintendent	School evaluation process developed based on the Middle States Evaluation for grades Pre-K through 12; process under review for implementation in pilot in September 1985. **80%**
	Instruction	Accomplishments in their major areas of responsibility by Instructional Services Center, Chapter 1, Special Education, Regions A, B, C and D, Career and Adult Education and Staff Development as identified in the Comprehensive Model for Instructional Supervision, and accounted for in the Report of the Instructional Supervisory Council, March 1984. **60%**
	Management Services	Development of a system to review all personnel procedures completed; systematic review and writing of additional procedures to be completed. **60%**
F.2 Recommendations for revising and strengthening supervisory procedures;	Deputy Superintendent	Recommendations contained in the Comprehensive Model for Instructional Supervision continue to be implemented, with the process reviewed and strengthened in the monthly meetings of the Instructional Supervisory Council. **60%**
	Instruction	Recommendations outlined in the Comprehensive Model for Instructional Supervision (1982). **100%**
	Management Services	Review of all personnel procedures completed; refinement including writing of additional procedures to be completed. **50%**

SUPERINTENDENT'S GENERAL OBJECTIVE 5F

ESTIMATED PERCENTAGES OF COMPLETION



151

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PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

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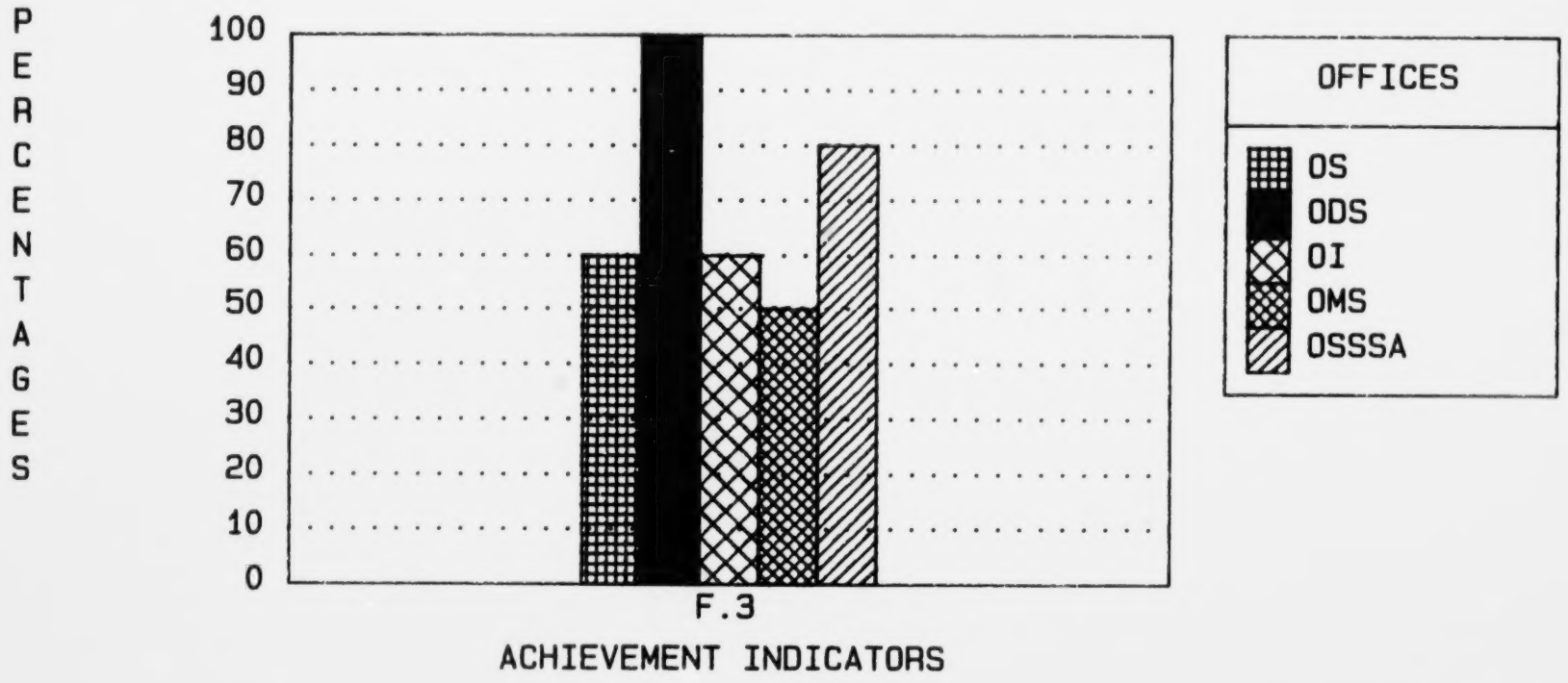
SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
F.3 Implementation of improved personnel and supervisory procedures.	Superintendent	A system for reviewing personnel procedures has been completed; additional procedures are currently being written. Supervisory procedures set forth in the Comprehensive Model for Instructional Supervision are being employed by subject area supervisors, as documented by the Instructional Supervisory Council. **60%**
	Deputy Superintendent	Utilizing guidelines from the Division of Human Resource Management, a new evaluation process for principals was completed, and approved by the Board on June 20, 1984. **100%**
	Instruction	Implementation documented in semester summaries of the Instructional Supervisory Council. **60%**
	Management Services	Implementation of improved personnel procedures completed; a management team to be organized to review present practices. **50%**
	Special Services and State Affairs	In compliance with the Board's Rules, 4,792 teachers and officers have been served in the certification process, and 3,894 recertified, totalling 8,686 persons. **80%**

SUPERINTENDENT'S GENERAL OBJECTIVE 5F

ESTIMATED PERCENTAGES OF COMPLETION



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COMMUNITY RELATIONS/BOARD OF EDUCATION

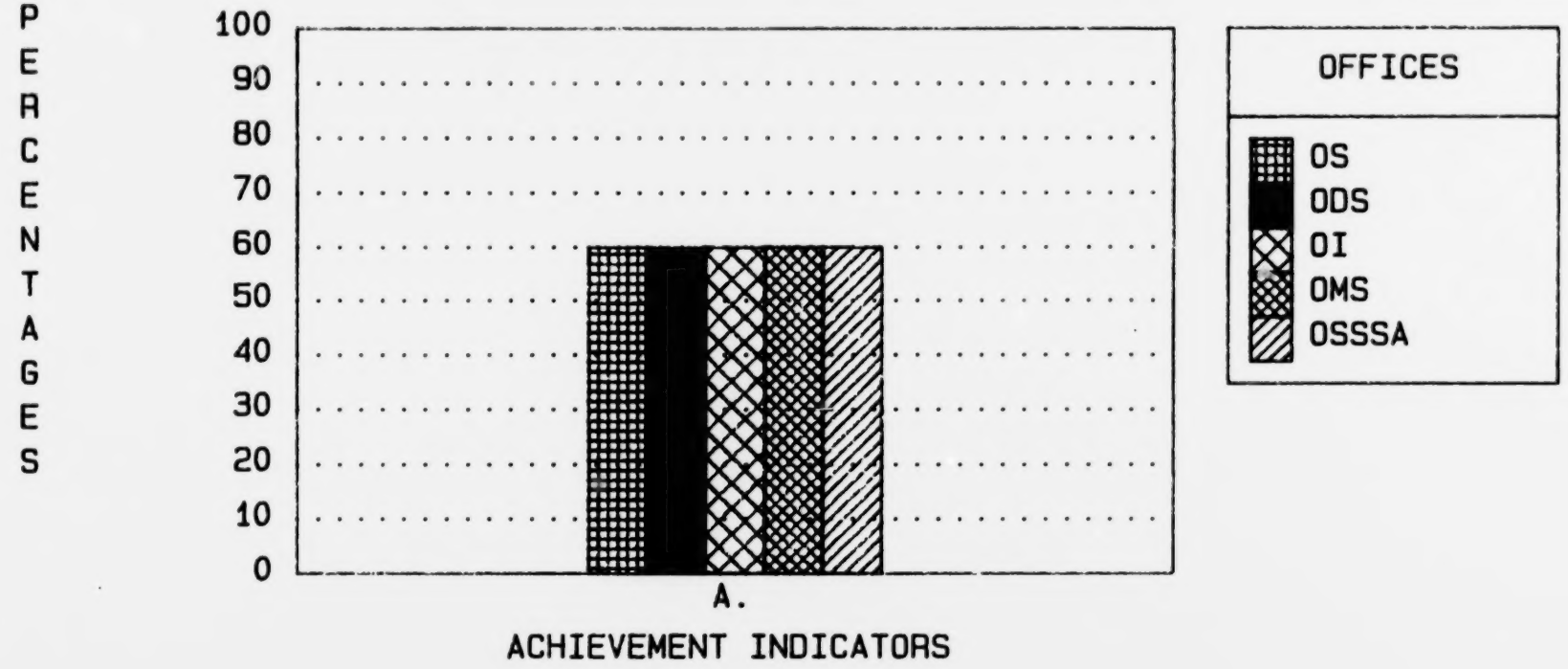
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 6A: **The Superintendent will keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
A. The timely submission of Board reports, memoranda, bulletins, news releases, general publications, and regular schedule of Board-Superintendent conferences, and community meetings.	Superintendent	Board reports, memoranda, bulletins, news releases and general publications submitted in a timely fashion; administrative personnel required to attend Board meetings as appropriate. **60%**
	Deputy Superintendent	Regional Assistant Superintendents and school personnel participated in community meetings on a regular basis; schools established networks of communications for parents via newsletters, letters, conferences, etc. **60%**
	Instruction	Administrative personnel attended Board meetings as appropriate, and submitted reports, information bulletins, publications, and memoranda in a timely manner for the first 3 years of the 5 year plan. **60%**
	Management Services	Board reports, memoranda, bulletins, news releases and general publications submitted in a timely fashion; administrators required to attend Board meetings as appropriate. **60%**
	Special Services and State Affairs	All division/department/branch heads or representatives have attended all appropriate Board of Education meetings and provided the appropriate information. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 6A

ESTIMATED PERCENTAGES OF COMPLETION



157

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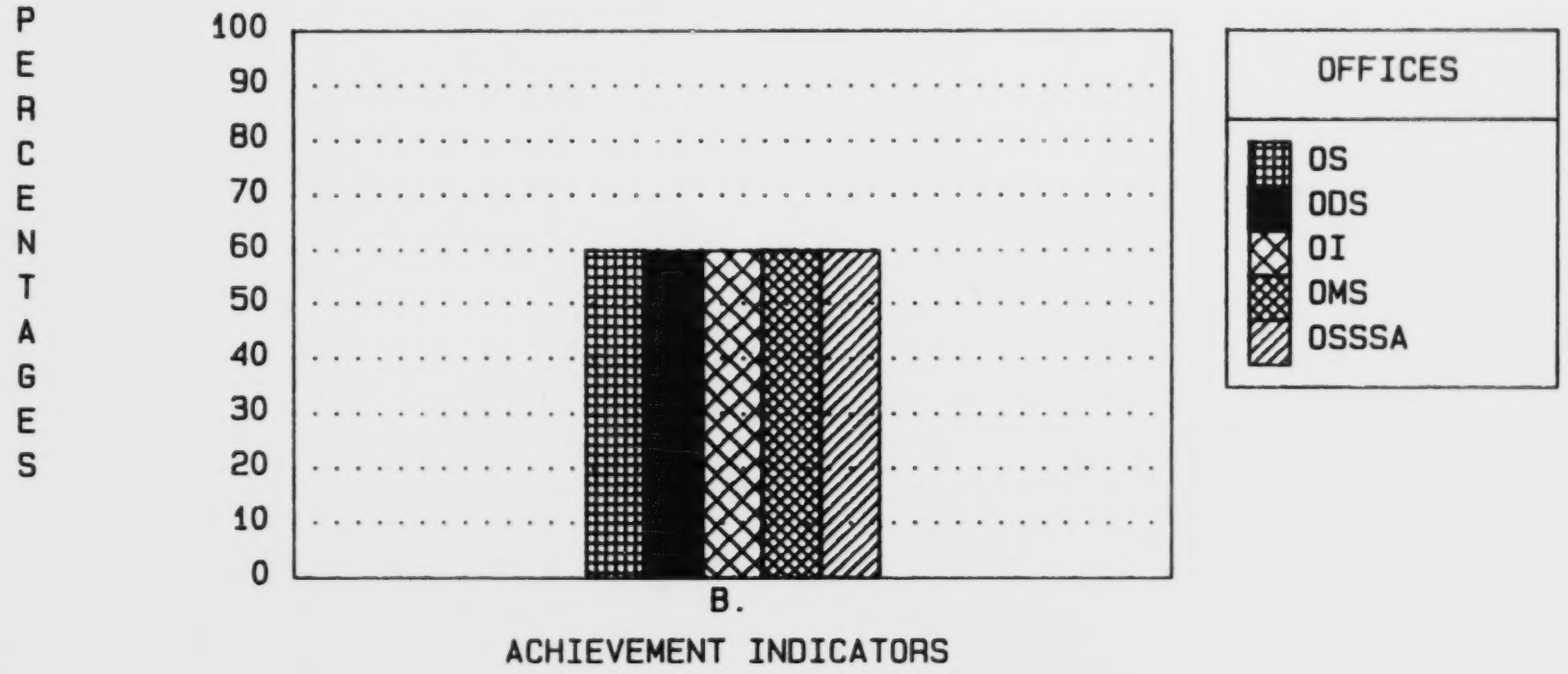
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 6B: **The Superintendent will support and advocate the policies of the Board of Education to the staff and the public.**

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
B. The issuance of directives and memoranda directly related to Board policies, monitoring of implementation of Board policies, discussion of Board policies in staff meetings with citizens, and the dissemination of news releases and other informative documents and publications.	Superintendent	Superintendent's Directive Issuance System and/or memoranda direct administrative personnel to follow Board policies; Board policy statements circulated to all school personnel for SY 1983-85, the first 3 years of the 5 year plan. **60%**
	Deputy Superintendent	Directives and memoranda prepared and issued to regional personnel and other offices, as appropriate, concerning Board policies. **60%**
	Instruction	Handbook (SSPP) cor aining grading and promotion standards for secondary schools disseminated in September 1984, handbook showing list of required skills developed August 1984, disseminated and implemented September 1984 in grade 7; grade 8 completed in August 1985. Board policies shared with office personnel. **60%**
	Management Services	Superintendent's Directive Issuance System and/or memoranda direct administrative personnel to follow Board policies; Board policy statements circulated to division heads. **60%**
	Special Services and State Affairs	Reports of Board of Education committee meetings have been submitted to the Superintendent in a timely manner. Memoranda, bulletins, news releases and general publications have been submitted as required in SY 1983 through SY 1985. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 6B

ESTIMATED PERCENTAGES OF COMPLETION



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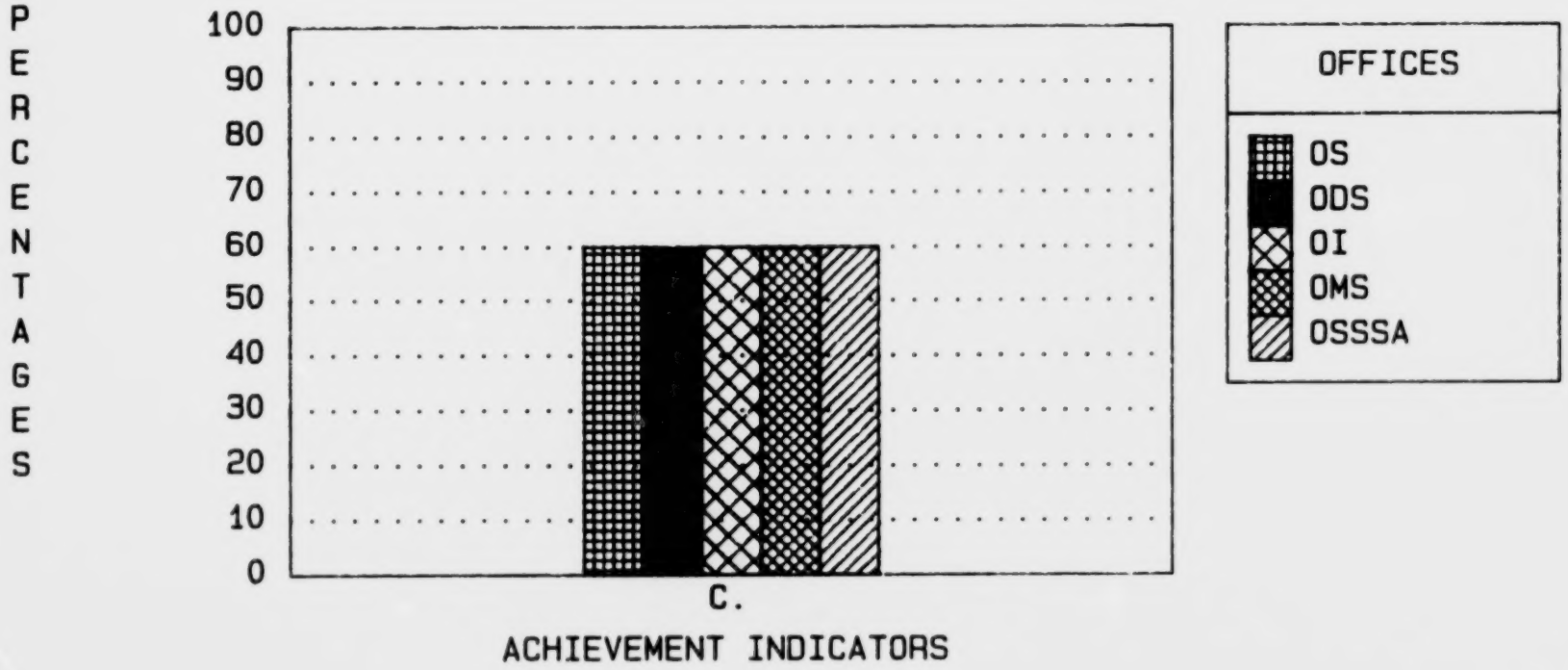
PROGRESS TOWARD COMPLETION OF THE SUPERINTENDENT'S GENERAL OBJECTIVES AS REFLECTED BY THE INDICATORS OF ACHIEVEMENT

Superintendent's General Objective (SGO) 6C: The Superintendent will increase opportunities for community participation in the educational process.

SGO ACHIEVEMENT INDICATOR(S)	RESPONSIBLE OFFICE(S)	PROGRESS TOWARD COMPLETION
C. The expansion of formal and informal means for community participation in local, retional and central operations and programs.	Superintendent	The involvement of parent organizations, community groups, corporate firms, philanthropic institutions, trade associations, unions, colleges and local/federal governments has been encouraged by formal ongoing negotiations, contractual pacts, letters of agreement, endorsements, retreats, community meetings, responses to personal inquiries, and speaking engagements by the Superintendent and staff for SY 1983-85. **60%**
	Deputy Superintendent	Regional community meetings conducted on a regular basis; safety and security meetings held monthly; joint Recreation and DCPS meetings convened, and Regional Assistant Superintendents selected with community participation. **60%**
	Instruction	A Superintendent's retreat was held for Public/Private Partnerships, a summer internship experience provided for teachers and counselors; "Options in Education Expo" was held in spring 1985, and American Education Week was publicized each fall. **60%**
	Management Services	National and local corporations, trade associations, and foundations have made substantial new investments in DCPS. **60%**
	Special Services and State Affairs	Leadership has been provided for the 62nd International Annual Convention of the Council for Exceptional Children, the first annual State Special Education Conference, and the Calendar of Activities for Parents of Handicapped Students. The number of volunteers has been increased to 17,963, and direct assistance concerning appropriate services for handicapped children has been provided in response to 789 requests. **60%**

SUPERINTENDENT'S GENERAL OBJECTIVE 6C

ESTIMATED PERCENTAGES OF COMPLETION



161

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SECONDARY SCHOOL IMPROVEMENT

Intensive Junior High School Instruction (IJHSI)

Since 1980, schools with junior high school students have made extensive efforts under the banner of "Intensive Junior High School Instruction" (IJHSI) to improve student achievement. These efforts have been undertaken by junior high, extended elementary and senior high schools for all students in the 7th, 8th, and 9th grades. The result has been impressive gains in 9th grade student scores on the Comprehensive Tests of Basic Skills, given each spring, as illustrated in Figure 1.

Since 1984, schools have implemented the requirements of the Secondary Student Progress Plan (SSPP) for seventh grade students. SSPP will be extended to grade 8 during SY 1985-86. Many of the elements of the SSPP are the same as those of IJHSI. While SSPP provides the structure for the orderly progress of students, IJHSI states that the mission of the junior high school experience is the academic achievement of students. As such, SSPP and IJHSI are intimately compatible. It can be asserted that IJHSI laid the groundwork for SSPP.

The major components of IJHSI since 1980 have been:

- Local School IJHSI Action Plans;
- Scheduling all students who are below the national norm into additional mathematics and reading related courses;
- Student notebooks to be taken to and from school each day with homework assignments, to be checked periodically by parents and the school principal;
- All students scheduled into test-taking skills courses;
- School staff designing and implementing strategies for increasing Academic Learning Time (ALT) and reducing classroom interruptions;
- Parent Agreements signed each fall indicating a commitment to provide a study and learning environment at home; and
- Regional office review of master schedules of all schools to determine that students are being scheduled into additional reading and mathematics courses.

Several IJHSI activities have been initiated in support of the schools' efforts, including increased participation by parents. One form of participation has been Parent Agreements which ask parents to commit to supporting their child's learning at home through such activities as a set time each day and quiet place to study, meeting with teachers, educational experiences with parents, and interest in their child's learning. Parents indicate this commitment by signing and returning the Parent Agreement to the school.

Academic Learning Time (ALT) provides teachers the latest research findings on effective teaching practices and gives them the necessary support to adapt those practices into their own teaching. ALT has trained, as of spring 1985, 171 teachers, or about 17 percent of all IJHSI teachers, in 31 or 62 percent of all IJHSI schools. Since the training is intensive--five weeks, 2½ hours a week with 6-8 teachers--it will take several years to train all IJHSI teachers.

A new program which builds upon the fact that students learn better in cooperative learning situations is Teams-Games-Tournament (TGT), which was introduced in SY 1984-85. Twenty-four teachers, three principals, and four regional supervisors were provided the training to use TGT in the classroom and to train additional teachers.

The TGT program focuses on one of the many important strategies emphasized by ALT. Both programs bring research to the classroom and are nationally validated as being exemplary. The school system is able to bring ALT and TGT to teachers through the efforts of the District Facilitator Project.

SY 1984-85 was also the first year of the systemwide effort to recognize 7th grade students with very high standardized achievement test scores--97th percentile and above. These students were encouraged to participate in a nationwide talent search sponsored by The Johns Hopkins University Center for the Advancement of Academically Talented Youth (CTY). Of the original 353 students invited to participate, 100 completed the process by taking the Scholastic Aptitude Test (SAT), which is designed for college-bound 11th and 12th grade students.

In order to receive a rating of "distinction" on the SAT, students are required to score at 430 or above on the verbal section and/or 500 or above on the mathematics section. The national average for the 1983 high school juniors and seniors was 377 on the verbal section and 413 on the mathematics section. In the District of Columbia, approximately 20 percent of the public school participants received the rating of "distinction"; this is comparable to other CTY participating students nationwide.

IJHSI can be seen as having set the foundation for SSPP for grades 7 through 9 in several areas:

- Early Diagnosis of Individual Learning Deficiencies

  Beginning the school year with a skills assessment of each student allows teachers to address individual student needs. The diagnosis can be based on the teacher's own assessment, analysis of the sub-test scores from the previous spring's norm-referenced test, and use of the reports of objectives mastered from criterion-referenced tests and end-of-course exams from the prior spring.

- Delivery of Appropriate Instruction to Meet Individual Needs

  Ensuring that students have the cognitive and affective prerequisites for each new learning task, and maintaining a mastery standard before moving the student on to new material is crucial to the delivery of appropriate instruction and the mastery of course objectives.

Teaching to individual student needs can be addressed through in-class grouping, cooperative learning and peer support, instructional strategies organized along a line of continuous progress, and individual student records of objectives mastered.

- Increasing Parental Involvement and Support

  IJHSI recommended and SSPP required that teachers provide their students and parents with appropriate course objectives, descriptions and requirements at the beginning of the course.

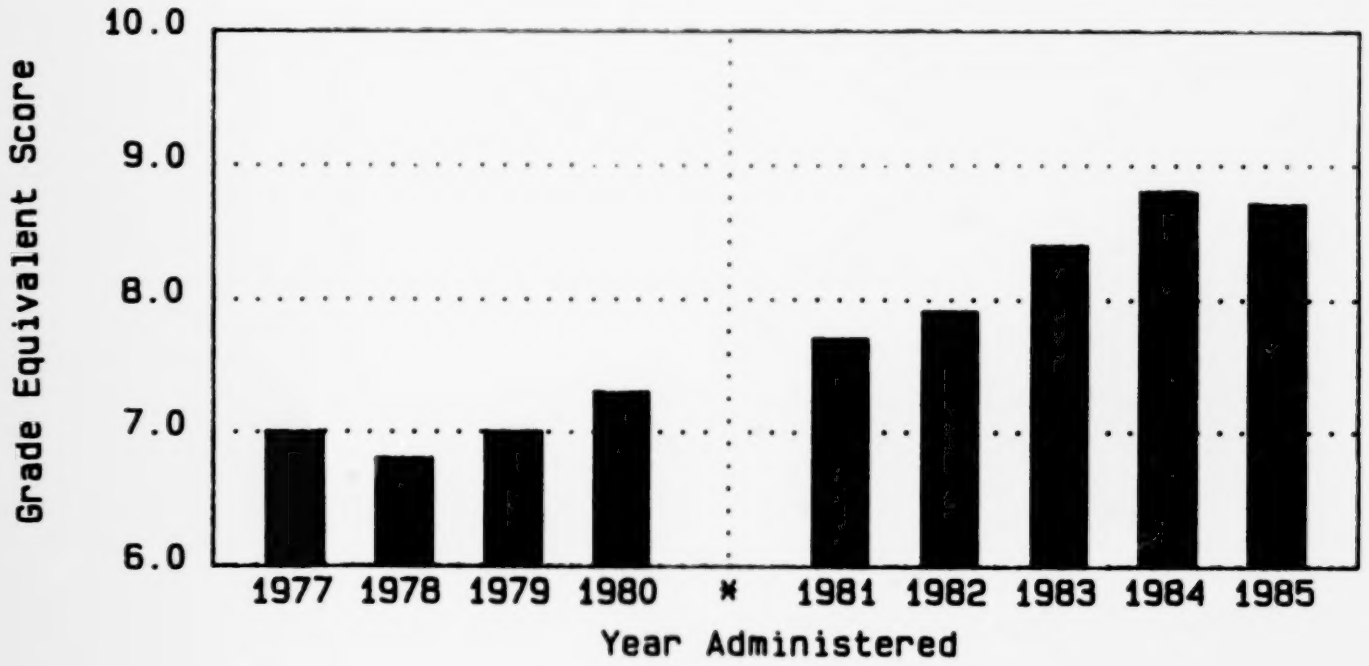
  The Parent Agreements provide guidelines to parents on how to support their child's learning through monitoring the academic program, structuring work and study habits in the home, extending academic learning time, stimulating their child's critical thinking and language development, providing academic guidance and support, and instilling appropriately high academic aspirations and expectations.

Activities initiated by schools and other offices under the name of IJHSI and SSPP will continue to support the application of effective practices for the enrichment and advancement of students in 7th through 9th grades.

Prepared by
Division of Program Development and Planning
July 1985

NINTH GRADE READING SCORES ON THE CTBS

Noting the Introduction of IJHSI



* Introduction of IJHSI in August 1980

168

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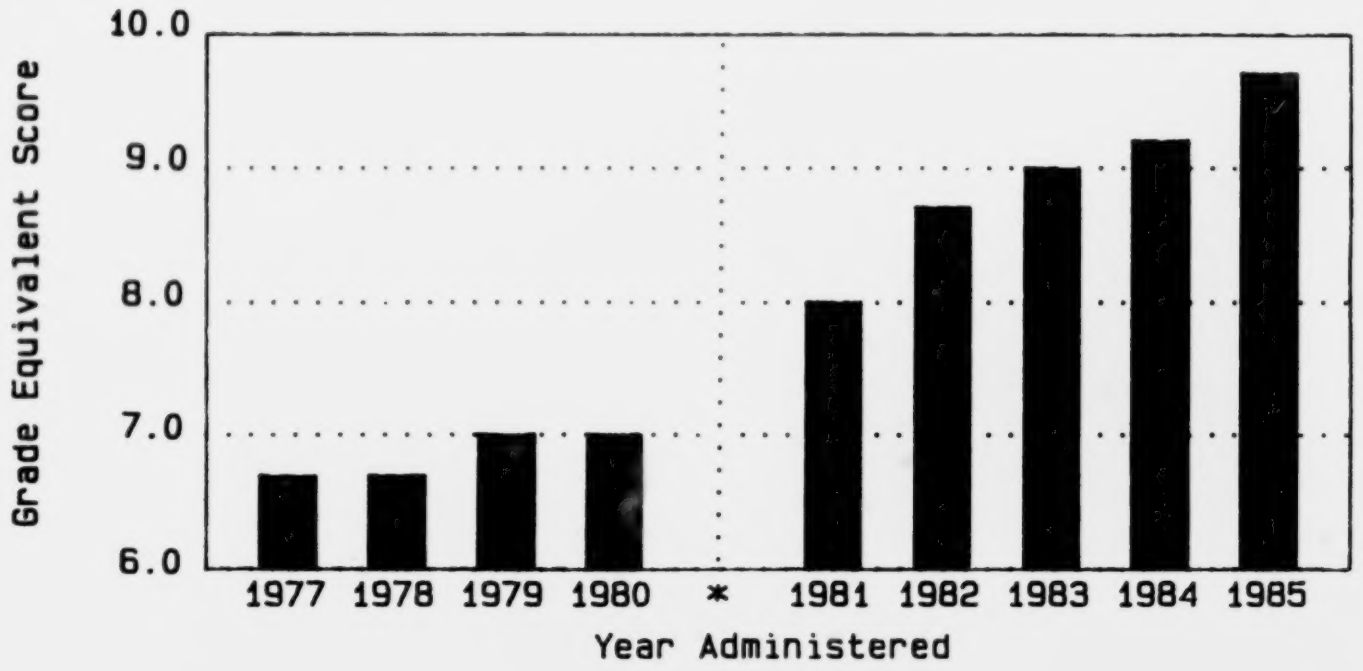
NINTH GRADE MATH SCORES ON THE CTBS

Noting the Introduction of IJHSI



* Introduction of IJHSI in August 1980

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Division of Program Development and Planning

Secondary Student Progress Plan (SSPP)

On June 21 and 22, 1984, the Superintendent of Schools gave the initial charge for implementing the Secondary Student Progress Plan (SSPP) to all junior high school administrators, counselors, librarians and seventh grade teachers. In the large group session, participants were given an overview of SSPP, and the importance of student progress, the classroom, support systems and evaluation were discussed. Small group sessions were held to explain special and subject area responsibilities for implementing SSPP and local school teams developed building plans. Follow-up sessions were held in each region in August and in the local schools in September.

SSPP is conceptually aligned with the elementary school Student Progress Plan (SPP). The nature of the secondary program, however, requires different organizational arrangements and course offerings consistent with graduation requirements and career opportunities for students.

SSPP was implemented in twenty-nine regular junior high schools, eight elementary schools with an extended program and three middle schools in September 1984. Implementation was in grade seven only. Approximately 6,500 seventh grade students were assessed for entry level in English, mathematics, science, geography, health/physical education, art and music. Appropriate instructional strategies were applied based on student strengths and weaknesses. Transition, basic skills and Chapter 1 classes provided reading and mathematics remediation. Tutorial programs were instituted to provide help for students before, after and during the regular school day. Provisions were made for gifted and talented students to advance at their individual rates using the continuous progress aspect of the Competency-Based Education as the vehicle for accelerated learning.

Efforts were made by the administrator and staff of each school to provide SSPP orientation for parents. Parents were apprised of school and class rules and regulations, course outlines and expectations, grading scale and student attendance requirements. Emphasis was placed on getting the parents to understand their role in helping their child perform successfully in the classroom.

A survey of principals and teachers implementing SSPP was conducted during the fall and a status report was prepared outlining areas of concern. Central and regional administrators addressed the areas of concern and provided support services as needed. First and second advisory marks received by students did not reflect the great cumulative deficits projected due to implementation of more rigid student assessment, course requirements and grading criteria. A comparison of seventh grade failure rates for the second advisory of school years 1983-84 and 1984-85 revealed no appreciable differences.

Promotion from grade seven to grade eight requires that students successfully complete the four major subjects--English, mathematics, science and geography--which are year-long courses. For year-long courses, all four advisory marks and the final examination mark will be used to determine the final mark. Thus, a student with a final mark of "F" in any one of the four major courses cannot advance to grade eight.

Summer school is an extension of the regular school year for students were not promoted. They may complete the required objectives for a maximum of two major courses in summer school. Those objectives not mastered during the regular school year are stressed. In summer 1985, one SSPP summer center for seventh grade students needing remediation in more than two subjects will be established in each region. Students receive intensive instruction in no more than two subjects each three-week period.

In September 1985, SSPP will be extended to grade eight. Grades nine through twelve will be phased in during school year 1986-87. On June 24 and 25, 1985, SSPP staff development was held for administrators, counselors, librarians and teachers who work with students in grades seven, eight and nine. Participants received an overview of the plan and presentations based on SY 1984-85 implementation.

Prepared by
Division of Quality Assurance
and Management Planning
July 1985

Secondary School Improvement Program (SSIP)

Since the institution of the Competency-Based Curriculum in the District of Columbia Public Schools success indicators for elementary students have steadily increased. Retention rates continue to decline and achievement test scores continue to meet and surpass national norms.

The school system is now beginning programs which are designed to stabilize these achievement gains as students leave the elementary grades and begin their secondary school careers. The Secondary School Improvement Program is a citywide effort to assess the barriers to student achievement which may exist in a school, cooperatively design a school improvement program to address these needs, and implement that program.

A cursory look at some of the indicators of school success in the District of Columbia Public Schools would warrant the conclusion that there is room and need for secondary school improvement. Student performance as measured on the Comprehensive Tests of Basic Skills (CTBS), the Scholastic Aptitude Test (SAT), and Life Skills Test; attendance rates; dropout rates; and failure rates are among the more objective indicators of the need for school improvement at the secondary level.

More subtle indicators can be found in the work norms, and the school "ethos" that integrates policies and practices into a concerned and caring community of academic workers. Work norms associated with school success -- high levels of trust, cooperation and collegiality, concern for student welfare, respect for teaching, a sense of collective responsibility, and a belief in improvement -- must be strengthened where they are weak.

The Secondary School Improvement Program is concerned with strategic as well as tactical improvement models. In the summer of 1984, forty persons including school system personnel, students, and business and community representatives participated in an intensive long-range planning process. During this three-day workshop, a long-range plan for the improvement of secondary education in the District of Columbia Public School System was developed, improvement specifications written and extensive documentation prepared, which will serve as the basis for long-term system direction and short-term local school improvement plans.

The planning workshop participants reconvened in fall 1984 and established working committees to address five strategic areas outlined during the first sessions. These areas are: the secondary school improvement process, personnel development, resource assessment, lifelong learning, and community immersion. The continuing work of these committees will serve to maintain the focus of the system's long-range improvement plan and to provide specialized assistance to local school efforts which fall within the critical areas. In this way, a local school's short-term improvement process can benefit from and add to the system's long-range improvement goals.

ASSUMPTIONS

- The local school is the unit of improvement and the principal is the official responsible for the leadership of the improvement process.

- Schools can develop the capacity to improve themselves through a structured series of self-renewal activities.
- The success of any school improvement effort is dependent upon the full involvement of the total school staff, students, parents, and the community.
- Local school improvements have systemwide ramifications.
- Policy decisions can be made which will foster systemwide improvement.
- Each student is entitled to be taught by fully-certified teachers.
- Educational programs articulated across elementary and secondary lines must replace isolated course offerings and random electives.
- Secondary school improvement efforts must include strategies for the development of higher order thinking skills.

GOALS

The long-range goal for the Secondary School Improvement Program is:

- By SY 1989-90, the four system improvement "landmarks" developed during the planning workshop will be achieved. These are:
  - -- Full student potential realized;
  - -- Awareness and attitudes toward the school system improved;
  - -- A system of community and school partnerships implemented; and,
  - -- Delivery systems improved.

The short term goal for the Secondary School Improvement Program is:

- By SY 1987-88, each secondary school in the District of Columbia will:
  - -- Improve its students' achievement as measured on standardized tests;
  - -- Decrease student absenteeism; and,
  - -- Decrease the dropout rate.

TIMELINES

All strategic systemwide improvement activities will be completed by the design teams by September 1990.

The local school improvement program will operate in two cycles. The first cycle will comprise awareness, needs assessment, school improvement committee formation, and plan development activities. Cycle two will consist of implementation, evaluation, and maintenance activities.

- Between February 1985 and September 1985, all senior high schools will complete first cycle activities.

- Between September 1985 and July 1986, all senior high schools will complete second cycle activities, and all junior high schools will complete first cycle activities.

- Between August 1986 and July 1987, all senior high schools will continue and refine plan maintenance activities, and all junior high schools will complete second cycle activities.

IMPROVEMENT MODEL

The model for secondary school improvement comprises a unified effort of central, regional, local, and community resources focused on a senior high school or career center.

If the local school is the unit of improvement, then the central change agent is the Local School Improvement Team. This team will serve as the executive committee for the local school's improvement activities. It will have three representative members: one nominated by the faculty, one nominated by the school's administration, and one nominated through the central administration. The principal and any school personnel who participated in the intensive strategic planning workshop will serve as ex officio members. This team will work closely with the subject area departments and the support staff in the school to guide the school's improvement activities.

Local school Departmental/Subject Area Teams will be established to address specific curricular and instructional issues as well as the broader issues that transcend the traditional boundaries separating - and sometimes isolating - departments within a school. Support Staff Teams will also be formed in each school to insure that the school improvement plans represent all aspects of the school's operation.

Centralized assistance to the local school will be provided through the auspices of District Teams assigned to one or more schools. The District Teams will provide specialized assistance to the local school teams, facilitate planning sessions at the local schools, and monitor the progress of the school improvement activities. The District Teams will be made up of resource personnel in four areas: one member will be versed in the principles of organizational development and will be named by the Division of Staff Development; one member will be a regional instructional supervisor chosen by the region; one member will be a pedagogy specialist identified from the Office of the Deputy Superintendent through a resource teacher interview process; and, one member will be a subject area supervisor named by the Instructional Services Center.

In addition to the expertise of the various resource team members, additional specialized help in areas such as team building, school profile interpretation, test interpretation, and proposal writing will be provided from central offices as needed.

Input from students, parents, community, and the private sector will be obtained through a Community Support Team. These ad hoc groups will include volunteers from the various constituencies and will provide information to the district resource teams and the local school improvement teams. These support teams will serve as the conduit between the community and the school for school improvement activities.

The first activity undertaken by the local school will be full school awareness of the need for improvement and a firm commitment to enter into the improvement process and achieve results. The establishment of local school improvement teams follows the commitment to improvement. A next important step is the collection of base line data about the school. In addition to the existing data about population and scores, new data will be generated about the operating climate and the communications within the school. Research shows that the quality of the relationships in the school, between the principal and the teachers and among the teachers themselves, shapes the course of an improvement program.

Following the establishment of this initial data base, the Local School Improvement Team will be able to analyze the operating climate within the building, select those areas where the data show improvement is needed, and build their improvement plans based on a clear understanding about how the local school operates. Incentive and development resources will be available to help motivate school staffs to honestly assess their problems and design realistic solutions.

The Local School Improvement Team will then move to the action planning stage wherein a plan is drafted for the school's improvement. Technical assistance will be coordinated by the District Teams for this phase. Special training will be provided to assist the school teams with this most important step.

THE DIVISION OF SECONDARY SCHOOL IMPROVEMENT

The Secondary School Improvement Program is a systemwide effort and will require the active involvement of local, regional, and central offices. The Division of Secondary School Improvement, as its name implies, will play a key role in the effort.

The mission of the Division is to provide technical assistance and advocacy to local schools in the development of self-improvement programs, and to promote central and systemwide activities which will foster secondary school improvement.

The functions of the Division of Secondary School Improvement are:

- To develop guidelines for the organization of Local School Improvement Teams, data collection and action planning, implementation strategies, documentation and evaluation;
- To monitor the progress of the established strategic planning teams in reaching strategic system improvement targets;
- To establish a communications network and data base to assist the self-improvement programs through access to relevant research;
- To oversee the implementation of the Secondary Student Progress Plan and the use of CBC in secondary schools; and,
- To disseminate public information about the secondary school improvement programs.

DATA BASE

A computerized data base network will be established within the Division of Secondary School Improvement. In addition to accessing existing data bases (e.g. ERIC, school profiles, attendance data, achievement data, etc.), it will also provide school improvement teams and planners with current research on school improvement, results from the Middle States Accreditation Evaluation reports, regional school assessment surveys, feedback from informal assessment surveys, research findings, and activities from other cities. The data base will be networked so as to be accessible at local schools. In addition to the data bases, the network will provide instant communications among the schools involved in the improvement process.

TRAINING

A key aspect of all school improvement program is staff training. In cooperation with the Division of Staff Development, specific training programs will be developed to assist local school teams with the self-renewal process. Specialized training will also be designed for principals as the leaders of improvement, for subject-area department chairpersons and for teachers and counselors. Training will focus on effective practices for school organization, management, climate, curriculum, instruction, and counseling. Through cooperative efforts with the Teachers' Center and the Principals' Center, training can be designed to meet local school needs.

EVALUATION

Since local school improvement plans may vary widely, specific evaluation strategies will also vary. Some general guidelines, nevertheless, can be gleaned from the school improvement literature and will serve as a guide to local schools in their efforts to judge the effectiveness of their plans. These guidelines are as follows:

- Multiple criteria should be used to assess secondary school improvement including measures of achievement in all curricular areas, measures which are congruent with the school's instructional goals, and indicators of prosocial behavior or the absence of antisocial behavior.

- Criteria may include both student outcome measures and indicators of school processes, but the latter should be demonstrably related to student outcomes.

- The time frame for assessing effectiveness should be at least three years.

- Multiple referents should be used; performance should be compared to past performance, to performance in similar schools, and to state and national norms or standards.

Prepared by
Division of Secondary School Improvement
Office of the Deputy Superintendent
July 1985

Academy for the Advancement of Teaching

In April 1983, the National Commission on Excellence in Education issued A Nation At Risk, a major report in a series of studies by various authorities on the status of education in the United States. Public interest in reform raised the issue of education to the forefront of political debate with an urgency not felt since Sputnik shook American confidence in its public schools in 1957.

In part, the demand for reform was generated by the corporate community which had been spending $60-100 billion annually to train and retrain employees to assure a work force sufficiently prepared for the changing needs of industry. Projections doubling these expenditures by 1990 led many corporations to seek ways to reduce increasing costs for training. Similarly, universities experiencing rising costs resulting from remedial courses for entering freshmen, have also become increasingly vocal for reform in elementary and secondary schools.

The national response to this situation can be observed in numerous initiatives designed to harness public support for the renewal of American education. In a dramatic effort to help its own high school graduates to succeed, the District of Columbia Public Schools has focused on the concerns expressed by corporations and colleges regarding the preparation of high school students. In 1983, with the assistance of area universities and corporations as partners for their design, implementation and maintenance, the school system implemented five Public/Private Partnership programs.

The Public/Private Partnership or academic career-focused programs are carefully structured as three- or four-year courses-of-study which i[illegible] a rigorous academic and sequenced series of industry-related courses. Th[illegible]le series of programs provides graduates with a real choice of a dual exit p[illegible] as a result of enrollment in a single high school program.

In an effort to ensure the success of these programs, teachers have been given an intense and structured program in staff and curriculum development. Since summer 1983, teachers have been provided "shadowing" experiences, internships and in-service training in private sector work settings. The objective for these staff development activities has been to introduce teachers to and expand their knowledge of the adaptive, functional and job-specific skills required of high school graduates in their transition from school to work. These experiences have been designed to ensure that the program course content is current and future-oriented and meets the performance expectations of the corporate partners.

With the support of the The Edna McConnell Clark Foundation and the Burger King Corporation, the school system began a process in 1984 to infuse this "real world" knowledge into the Public/Private Partnership programs. Teachers who participated in the 1983 summer programs have been integrated into a developmental process to upgrade their curriculum writing skills.

The curriculum development process has introduced teachers to competency-based curriculum and has provided training in "state-of-the-art" curriculum writing. When specific skills are mastered, teachers have been assigned to workshops to: 1) complete program maps, 2) develop learning hierarchies and objectives, and 3) write instructor's guides with specific activities for courses in each of the career-focused programs.

With continued foundation and corporate support, the school system intends to refine, intensify and institutionalize its current curriculum and staff development effort into an Academy for the Advancement of Teaching.

The model for the Academy for the Advancement of Teaching responds to the studies and reports, called "effective schools research," which describe the factors that exist in schools where students are achieving. The research indicates that: 1) teachers are a key ingredient in effective schools, and 2) improved course planning, curriculum design, and instructional delivery skills of teaching can dramatically increase the quantity and quality of student learning. Thus, the importance of providing teachers with these skills cannot be overstated.

Initially, the mission of the Academy would be to complete the "real world" curriculum and instructional activities for the students enrolled in the Public/Private Partnership programs. Associated activities would ensure that the program designs, curriculum offerings, and instructional activities meet the stated competency requirements for graduates to enter the work world as competitive and upwardly mobile employees.

Ultimately, the Academy would serve as a national model reflecting a systematic approach to school reform. Specifically, it's mission would be to train teachers who can assist in upgrading instructional activities. These activities would build upon the Public/Private Partnership program and meet the long-term needs of the school system's overall Secondary School Improvement Program. Eventually, every secondary school would have a specialist who could: 1) identify the instructional skills of their colleagues (Peer Assistant Teachers), and 2) provide short-term technical, curriculum and instructional assistance to their colleagues with identified deficiencies. In the long-term, however, the Academy would cooperate with area universities to design credible in-service training for current and pre-service training for future teachers.

Prepared by
Office of the Superintendent
July 1985

Automation of Support Services

In response to the Superintendent's objective to improve the management of the District of Columbia Public Schools, the Office of Management Services (OMS) has embarked on a number of new developments in the automation of support services for the coming years, a few of which are described below:

- An on-line Computerized Special Education Student Transportation Routing and Scheduling System. The results of this system's implementation will be improved efficiency in student transportation and a reduction of travel time, saving of educational dollars, increased administrative control, improved community relations and the release of valuable administrative time for more professional use.

- A Comprehensive Attendance Tracking System (CATS) which will provide the recordkeeping for the Superintendent's initiative on attendance. The CATS software will enable schools to record attendance data on a daily basis, and permit central administrators to track trends in attendance. The system will begin operating at the high school level in September 1985. Additional schools will be included in the system in ensuing semesters.

- An Automated Inventory Management and Control System (AIMCS) that will automate supply inventory management and provide a means for electronically tracking supply orders. It will also maintain adequate supply levels and monitor the supply inventory management process. On-line interactive terminals will facilitate use by personnel in field and central offices.

- A system to provide a comprehensive picture of the general cost of operating a single school. Planning is also underway to begin a system to realign base budget resources to address documented needs and directions of the school system and will include the development of a systemwide equipment purchase plan. This planned system will be based upon refinements of the intermediate objectives for SY 1986-87, and will redirect resources in future years to support revisions to the Comprehensive Education Plan.

- A Communication Diagnostic Test/Switching Center that will identify the origination of data communication problems and provide a switching mechanism to move malfunctioning lines to other operational lines, when applicable.

Additionally, during the ensuing school year, the automation of operational segments in equipment inventory with management and control of supplies and materials will expedite services to clients. Implementation of fleet modernization will enhance support service to instructional units with an increase in vehicle operational efficiencies and a comparable reduction in maintenance downtime. The direct procurement order process will decrease the time lag between requisition initiation and the delivery of goods. Enhancement of warehousing and an accelerated equipment maintenance effort, with an additional warehouse facility, will improve shop accommodation for equipment repairs and provide an effective warehousing and storage operation. The Office of Management Services looks forward to making dramatic improvements in its operation during 1986 and subsequent years.

Prepared by
Office of Management Services
July 1985

Comprehensive Attendance Tracking System (CATS)

DCPS has for some time recognized a need to provide accurate, timely attendance information on a daily basis and, in summary form, on a weekly or monthly basis. Current methods are time-consuming, cumbersome, and do not provide the type of information that can support the decision-making process. The Comphrensive Attendance Tracking System (CATS) is a cost effective solution to this problem that uses existing hardware technology.

The Division of Information Resource Management (DIRM) will implement CATS as a system to automate attendance taking and reporting in schools. This is the first phase of an effort to provide the facilities for building administrators to process student records directly.

CATS addresses needs for recordkeeping support of the Superintendent's attendance initiative. The required support is quick, accurate collection and reporting of attendance data. Reports are required in schools for daily control. The reports will be produced more quickly and accurately than possible using manual methods. For efficiently and simplicity, the system will be developed to use existing equipment in schools -- the DEC Professional 350 computer. Finally, the system will be harmonious with the present central computer. There will be careful interaction between new software and the present system of central processing of student records. Specifically, the system will allow use of data from a central file (the present Student Unified Management System) to insure that schools' attendance data reflect official registration.

Software will be developed and implemented to allow automated collection and reporting of student attendance on a daily basis. Two categories of absence data will be collected: students absent and students tardy. Data for each student for any day can be updated. Updating allows schools to properly reflect excused absences and to correct errors in data entry.

The software will aggregate data and produce commonly required reports for administrators and teachers.

School administrators will direclty access the student registsration data maintained in the Student Unified Management System (SUMS). Administrators will be able to view data, modify certain data, transfer students, and generate summary reports. Appropriate data from SUMS will be transferred to schools' computers for use by the Daily Attendance Component.

To allow central monitoring of attendance patterns, transfers of some data will also take place in the opposite direction. A weekly summary of attendance will be transmitted from each school to the central computer. The summary will indicate the number and percentage of students absent and tardy by grade and sex. The central summary file will maintain the current week's data and cumulative summaries for each school. Central and regional administrators may access copies of this file.

It should be noted that this project has been identified as having the highest priority in the school system, other than ongoing programs. As such, DIRM plans to put together a project team consisting of members from the Logistics, Educational, and Operations Support Staffs to facilitate the timely completion of this project.

Prepared by
Division of Information Resource Management
July 1985

Enriching Teachers' Understanding of Literature

As a result of the national emphasis on instruction and assessment of reading and writing, literature was often kept out of reading, and the study of literary works was frequently not included in composition. Two major reports have rekindled an interest in the study of literature at the elementary, secondary, and college level.

In 1983, the Commission on Excellence in Education set forth the recommendation that the teaching of English in high schools should equip graduates to "... know our literary heritage and how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture." (p25). On the heels of this report, the National Council of Teachers of English (NCTE) Commission on Literature, in a 1984 report of trends and issues in English, noted that the current emphasis in teacher education on reading and writing skills has undermined the training of future teachers of literature. The first step in addressing this problem was to open the eyes of practicing teachers to the marvels of literature.

Accordingly, the District of Columbia Public Schools and the University of the District of Columbia (UDC) collaborated in a two-year project to enrich teachers' understanding of literature and to improve their writing, analytical and critical abilities. The project, entitled, "The Odyssey Theme: A Journey of Self-Discovery," was developed by the English Department of the District of Columbia Public Schools and the Humanities Council of the College of Liberal and Fine Arts of UDC.

Sixty public school English teachers in grades six through twelve, were eligible to participate in the project, which is supported by a $100,000 grant and a $50,000 matching grant from the National Endowment for the Humanities. Since sixth grade teachers must ensure that students have the skills for entry into the junior high school program and junior high school teachers must prepare students for the more complex and sophisticated experiences they will encounter in senior high, elementary teachers and secondary English teachers were admitted to the program.

Priority for admission was given to 1) teams of two or more teachers from the same school; 2) a balanced representation of teachers from different regions of the school system and from different types of organizational units (elementary schools, middle schools, and extended elementary schools, kindergarten through grade nine schools, junior high schools, and senior high schools); and 3) teachers who are willing and able to develop curriculum materials for use in their schools. Teachers selected for the project will receive a $1,600 stipend for SY 1985-86 and SY 1986-87, free textbooks, and six graduate credits from the University of the District of Columbia.

The works to be studied in pairs are Homer's Odyssey and Ralph Ellison's Invisible Man; Miguel Cervantes Don Quixote and Arthur Miller's Death of a Salesman; Mark Twain's Huckleberry Finn and Richard Wright's Native Son; and Dante's Inferno and Toni Morrison's Song of Solomon.

Participants will work under the direction of the English Department of the District of Columbia Public Schools, and the English Studies Department at UDC. Georgetown University and University of the District of Columbia will guide the teachers in a careful reading and patient analysis of the eight literary masterworks.

The first year, comprised of three sessions (summer 1985, fall 1985, and spring 1986), will be devoted to an intense and close study of six texts under the direction of scholars from Georgetown University and UDC. Participants will produce a research paper in the summer session, and a critical/interpretive paper in the fall and spring sessions. Simultaneously, they will develop individual lesson plans and writing assignments for their own students, which will be the initial phase of the curriculum to be developed as part of the project.

The second year of the project, comprised once more of three sessions (summer 1986, fall 1986, and spring 1987), will continue with intensive study of two additional texts and will emphasize pedagogical applications, including the development of appropriate curriculum units, evaluation of their use in the classroom, and expansion of the program to include additional teachers. The core faculty members are opening the project with a forum on the "odyssey" theme, and at the last meeting in another forum, they will discuss ways of presenting the "odyssey" theme, and expanding it through different works, to a group including new teachers.

In addition to lectures on these eight literary texts, other activities of the project will include supplemental lectures in history, music, paintings, and films pertinent to the texts; curriculum development workshops; a field trip to the National Gallery of Art; visits to schools by project personnel; and publication of newsletters.

Specifically, the project has the following objectives:

- to instill in teachers an appreciation for the value and wealth of literature and have them convey this appreciation to their students;
- to open new avenues of inquiry by offering teachers the opportunity to explore new ideas with scholars in literature, history, and the fine arts;
- to enrich the understanding of teachers by offering them associated learning experiences in music, film, and painting;
- to strengthen teachers' analytical and critical skills;
- to enhance teachers' writing ability;
- to assist teachers in developing appropriate curriculum materials for teaching these texts;
- to encourage a sense of community among all who become involved in the project -- directors, lecturers, and participating teachers alike; and

- to strengthen the ties between the public school teachers and university instructors, especially those associated with the University of the District of Columbia.

This project is especially significant for it signals the first time in their histories that the two major public education institutions in the Nation's Capital have been federally funded to execute a joint educational venture. It may also serve as a model for future ventures between these two public institutions and, indeed, for similar institutions across the country.

Prepared by
Instructional Services Center
July 1985

Francophone and Hispanic Literature

The District of Columbia Public Schools Department of Foreign Language has conducted several recent workshops to improve teaching skills in literature, reading, oral proficiency, and writing; has organized an annual mini-conference for its teachers, and has continued to identify and develop 'master teachers' who have already begun to contribute to the design and execution of the city's foreign language program. Through these efforts and responses to several assessments of professional needs, teachers have repeatedly indicated weakness in literature and culture content, as well as oral language skills, and a desire for staff development in these areas.

In response to these identified needs, the Department of Foreign Languages, in collaboration with the Georgetown University School of Languages and Linguistics, has been awarded $155,000 by the National Endowment for the Humanities for a four-week summer institute and two post-institute seminars to be held between the summer of 1986 and the spring of 1987.

The purpose of the project is to provide secondary teachers of French and Spanish with a strengthened and expanded literary, historical, and philosophical context from which to teach the cultural and language skill components of their instructional programs.

The proposed four-week institute has as its theme the treatment of the child and the nature of childhood in certain Francophone and Hispanic societies, as revealed in classical and other significant literary works issuing from these cultures. The institute will focus on literary works drawn from France, Spain, West Africa, the Caribbean, and Latin America.

Participants will acquire an understanding of childhood in these cultures through the reading and discussion of historical references from the Middle Ages to the twentieth century and through a close reading of literary texts of the nineteenth and twentieth centuries. The reading, along with other project activities, will focus on the manifestation of cultural patterning agents--the family, siblings, peers, social structure, geography, customs--in the literature and on their roles in determining and shaping, from infancy, the individual's attitude toward self and the world.

It is planned that the study of childhood through the centuries will provide the participant with the basis for the interpretation of the behavior and attitudes of the individual; another approach to interpreting the adult world; and a strengthened and expanded literary, historical, and philosophical context from which to teach the cultural component of the individual instructional program.

The proposed institute will consist of the following primary activities: lectures followed by two discussion periods, methods sessions, language tutorials, and independent study or reading periods.

The evening sessions will include two weekly movies, one in French and one in Spanish, and weekly panel discussions that juxtapose the Hispanic and the Francophone child of the post-Sputnik era. Weekends will be used for planned and recommended outings and will also be used for rehearsals of the play(s) to be staged as part of the Georgetown University School for Continuing Education summer program of special events.

French and Spanish will be the languages of communication in all institute activities except for the Panel Discussions, which will feature mixed groups, and the Methods Sessions. All participants will be required to demonstrate oral language proficiency through an interview.

Designed as sequels to the methodological component of the summer institute, two one-day post-institute seminars will be convened, one in the fall of 1986, the second in the spring of 1987. The entire project will culminate in a workshop conducted by participants for foreign language teachers of the Metropolitan Washington area on the adoption of the institute theme in the classroom and on the identification, development, and use of appropriate materials.

The institute will be open to teachers scheduled to teach a minimum of two foreign language classes during the next school year and currently teaching in a public, private, or parochial secondary language program in the Washington Metropolitan area. The foreign language teachers and administrators of this region already have a tradition of exchange and collaboration. The institute will provide another opportunity to share resources.

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Instructional Services Center
July 1985

Gifted and Talented Program

Gifted and talented students are those who, by virture of their outstanding abilities, are capable of high performance and would benefit from differentiated and regular educational programs. Students capable of high performance include those with demonstrated achievement and/or potential ability, singly or in combination in any of the following areas:

- General Intellectual Ability refers to that mental capacity to learn which can be measured by a standardized achievement test;
- Special Academic Aptitude refers to that ability to perform well in a particular academic area or areas;
- Creative or Productive Thinking Ability refers to advanced insight, outstanding imagination, intense interest in one or more fields of achievement, innovative or creative reasoning ability, ability in problem solving and high attainment in original or creative thinking;
- Leadership Ability refers to that ability or collection of characteristics which causes others to follow and take direction;
- Visual and Performing Arts Ability refers to outstanding ability demonstrated or indicated through affective as well as cognitive performance in areas such as art, dance, music, drama, speech and language; and,
- Psychomotor Ability refers to demonstrated high ability or attainment in manipulative activities, manifested in such skills as high-level keypunch operation, computer operation, sculpturing, mechanics, and so forth.

The Gifted/Talented Comprehensive Education Plan, SY 1985-87 was developed to respond to the special needs of gifted and talented students. As an initial step in the development of the Plan, a systemwide needs assessment was conducted among a representative sample of teachers, parents and students. In addition, interviews were conducted with school leaders, including regional supervisors with responsibilities for regional gifted efforts, board members, directors of special programs, assistant superintendents, presidents of unions, and elementary and junior high school principals. As a result of the needs assessment, the following recommendations emerged:

- Build and maintain a broad-based awareness of the special needs of the gifted and talented;
- Develop multiple-criteria methods that provide for the continuous identification for the gifted/talented in:

  --general intellectual ability, specific academic aptitude, and creative or productive thinking,

- Develop and implement appropriate educational and counseling services;
- Provide ongoing personnel training programs;
- Develop a formative and summative evaluation program;
- Secure adequate financial resources; and,
- Develop program standards that will bring about more commonality among local school programs.

These recommendations laid the foundation for developing the Plan and building commitment for gifted education. The Plan provides direction and support to local schools in the implementation of gifted/talented programs. The guidelines contained in the Plan for the development of the local school gifted/talented program outline these specific steps to be taken:

- Establish a program committee;
- Identify gifted/talented students;
- Plan the curriculum;
- Plan the service delivery system;
- Select personnel, and provide training and technical assistance;
- Plan the counseling/guidance component;
- Plan for parental involvement;
- Plan the evaluation; and,
- Implement and monitor the program.

Local schools will establish a program committee responsible for developing and implementing their school's program using the gifted/talented guidelines. The program committee may include administrators, parents, students, teachers, counselors, psychometrists and others familiar with the aptitude and potential of students.

The identification of gifted/talented students will be accomplished by the use of multiple criteria such as achievement tests, aptitude tests, teacher nominations, peer nominations, student products, measures of creativity, records of past performance or other validated predictive nondiscriminatory measures.

Appropriate curriculum for gifted students will be developed and flexible delivery systems explored, including: content enrichment/acceleration in the regular class, cluster grouping, part-time special classes, full-time classes, subject-area acceleration, grade-area acceleration, grade acceleration, and early college/university courses.

Staff development will be provided by the Gifted/Talented Education Program office in cooperation with the Division of Staff Development and regional offices through in-service and graduate courses and workshops. Training will involve pre-service and in-service in the following areas:

- Knowledge of the nature and needs of gifted learners;
- Selection/development of appropriate curriculm and materials for gifted learners;
- Utilization of methods to promote cognitive and affective growth;
- Knowledge of the goals and objectives of the Gifted/Talented Program, and the program's definition of the gifted; and,
- Knowledge of the evaluation process that will be utilized by the Gifted/Talented Education Program.

A comprehensive program evaluation will be conducted by an external consultant to answer questions about program elements and to analyze the relationship between these elements and student growth and achievement. The program will be monitored through standard means including staff meetings, on-site visits and periodic reports with corrective measures taken as needed.

The Gifted/Talented Program staff will disseminate information through newsletters, fact sheets, guides and directions, in addition to conducting seminars, conferences, meetings and workshops for various segments of the school system and the community. A centralized service center will assist local school programs in meeting the special educational needs of the gifted/talented.

The comprehensive plan for the Gifted/Talented Program is intended as a guide for implementing current services and for developing future services for children who are gifted/talented. It is designed to provide local school personnel with a framework for developing programs to meet the diverse needs and interests of their gifted/talented students. The Plan is structured, yet flexible enough, to allow for individual school program adaptations.

Local school commitment is essential to achieving a successful program. To this end, local school administrators are encouraged to adopt and integrate a program for the gifted students into their school's annual action plan.

Prepared by
Gifted/Talented Education Program
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Guidance and Counseling

During the past school year, the Guidance and Counseling Branch initiated several needs assessments in order to determine the status of guidance and counseling needs and services in the District of Columbia Public Schools. In collaboration with the Division of Program Development and Planning and the Division of Quality Assurance and Management Planning, a city-wide needs assessment was administered to students (K-12), counselors, principals, and parents. An analysis was also done of the graduate survey for the class of 1983. In addition, the advisory reports from the evaluation of the counselor's role in the Secondary Student Progress Plan were used. These information sources revealed areas of focus for the improvement of the delivery of counseling services.

The data reflected a need for more direct assistance from counselors in the personal, social and career domains and in the educational domain. The data also indicated that students need assistance with goal setting, and acquiring skills in decision making, studying, test taking, and coping. Principals agreed that more emphasis should be placed on group counseling for students in order to address the social problems impacting upon the school. These include such problems as underachievement, teenage pregnancy, substance abuse, child abuse, attendance, dropouts, latch-key children, single-parent homes, and teenage suicide.

The rapid change in the demographics of Washington, D.C. has posed additional demands on the counseling program. The cultural diversity and special needs of our student population including special education and gifted and talented, require a more specialized counseling approach.

Parents also have special counseling needs. Many parents are concerned about whether their children will be able to go to college or get a good job and feel the need for assistance in how to best guide their children. Parents are finding it increasingly difficult to cope or communicate with their children and are seeking practical ways to understand their children's behavior and misbehavior. Counselors continue to be overwhelmed by the high student-counselor ratios and increasing student demands which are the direct result of the students' economic conditions.

The seriousness of the problems confronting the Guidance and Counseling Branch has resulted in the review and planning of staff development for counselors. Most of the counselors were trained in the 1960's and 1970's. Counselor education programs were designed to train counselors to work in public school settings or colleges with the focus directed towards educational planning, e.g. college selection, career preparation, and related activities. The impact of societal problems and the results of the needs assessment have resulted in a new emphasis on clinical, group, interpersonal, and career decision-making skills for counselors.

As these needs are addressed over the next five years, training programs will be developed for counselors, the Guidance and Counseling Branch will be reorganized and, adequate financial resources will be sought. The more effective implementation of counseling services will alleviate some of the barriers to academic achievement. In addition to increasing the response to the special, social, educational, and career concerns of individual students, accountability for the delivery of counseling services in the local schools needs strengthening.

The following activities will be initiated in SY 1985-86.

- **IMPLEMENTATION OF THE COMPREHENSIVE GUIDANCE AND COUNSELING PLAN SY 1986-90** - This five year plan, to be developed by the fall 1985, will serve to highlight goals and objectives in guidance and counseling, describe strategies for developing new counselor competencies, and identify steps for monitoring programs and maintaining overall program accountability.

- **EXPANSION OF THE SECONDARY STUDENT PROGRESS PLAN** - Beginning in the fall of 1985 both seventh and eighth grade students will progress according to the requirements of the Secondary Student Progress Plan. Through the interdisciplinary team approach, counselors will serve as the coordinator of a team composed of the school psychologist, social worker, teachers, parents, and students. Intensive efforts will be made to motivate students to stay in school and to raise their academic performance levels. The school team will give special attention to the underachiever. Techniques and strategies individualized for the student will be employed.

- **REGIONAL DEVELOPMENT COUNSELING TEAMS** - Pending approval for fall 1985, these teams will provide direct support services to local schools in each region, particularly those schools with overt needs. Each team will consist of approximately six professionally trained counselors with special skills and expertise in counseling psychology, career counseling, multicultural counseling, and employability training.

- **GUIDANCE ARTICULATION COMMITTEE** - As guidance services are expanded, the recently established Guidance Articulation Committee will coordinate the delivery of services and other programs. The committee will consist of representatives of the Office of Instruction, Public/Private Partnerships, the Division of Career Development and Adult Education, the Division of Special Education and Pupil Personnel Services, the Student Assessment and Research Unit, Regional Offices, and the Communications Branch.

- **ADVISORY COUNCIL FOR THE GUIDANCE AND COUNSELING BRANCH** - The Council, consisting of representatives from higher education, the business community, military, government, and community agencies and organizations, will provide technical assistance, training, counseling resources, and enrichment experiences to counselors to strengthen the delivery of counseling services to students. The council will be established by fall 1985.

- **COUNSELOR TASK FORCE ON CHANGE** - A strategic planning committee will be established in the fall of 1985, to investigate anticipated challenges which counselors will face over the next five years and to develop strategies to meet these challenges through a phased plan of implementation. Topics to be explored include recertification, extended work day, training needs, and enrichment opportunities.

- **REORGANIZATION OF THE GUIDANCE AND COUNSELING BRANCH** - Recommendations will be made to realign existing staff for better delivery of services to the local school and to increase the staff to adequately address growing demands from the system and the community.

- **COUNSELOR LEADERSHIP AND TRAINING ACADEMY** - A comprehensive counseling training model designed in collaboration with Virginia Polytechnic Institute and State University will be implemented in the fall of 1985, to provide ongoing in-service training for counselors and teacher advisors. Area colleges and universities in the consortium will be invited to participate.

- **IMPROVED MANAGEMENT OF SERVICES TO THE LOCAL SCHOOLS** - Superintendent directives will be developed on differentiated staffing, implementation of the Local School Guidance Plan, and the establishment of the Guidance Advisory Committee.

- **ACHIEVEMENT MOTIVATION FOR HIGH SCHOOL STUDENTS** - This special project, beginning in the fall of 1985, will train counselors in techniques to motivate students to raise test scores, and improve study and test-taking skills.

- **HELP KIDS TO ACHIEVE** - This project, developed in collaboration with the Public/Private Partnership Branch and the Virginia Polytechnic Institute and State University, is designed to increase and improve career guidance program activities. Implementation of this project in schools, which will begin SY 1985-86 will address the developmental needs of students in the areas of career planning, employability, and development and refinement of post high school competencies.

- **IMPROVING THE SELF-CONCEPT OF UNDERACHIEVERS** - This special project, to be implemented in the fall of 1985, is designed to aid underachievers to improve their self-concept. It is anticipated that improved self-concept will result in significant gains in their academic achievement. The project will include a parent training component.

- **DEVELOPMENTAL COLLEGE PLANNING PROGRAM** - Plans will be made to expand the two year developmental college planning program piloted in Region B to Region C for SY 1985-86. In collaboration with the Office of Instruction, efforts will also be made to design a pre-college planning program for interested junior high schools.

- **REGIONAL COUNSELING CENTER** - Pending approval and financial resources, extended counseling services will be offered in the fall of 1985, to students on an individual and group basis. Study skills, test-taking skills, career information and referral resources will be offered. Based on the needs assessment, parents will be offered seminars which will include "Communicating With My Child," "How to Motivate My Child," and "Helping My Child With Homework." This service will extend counseling services to students and parents beyond the normal school day, thereby increasing academic learning time opportunities for students at school and home.

- **COUNSELOR EXCHANGE PROGRAM** - Beginning in SY 1985-86, counselors will be given the opportunity to shadow counselors working in other nearby metropolitan school districts. Likewise, counselors from those districts will be invited to shadow counselors in the District of Columbia Public Schools.

The anticipated outcomes of these new directions in Guidance and Counseling are: defined needs profiles of students, improved attendance, reduction in dropouts, improved test scores, increased quality placements for students in the job market and higher education, and counselors trained to address the myriad needs of students.

Prepared by
Guidance and Counseling Branch
Division of Student Services
July 1985

Intern-Mentor Program

The District of Columbia Public Schools' FY 1983-84 budget included $350,000 for a study, funded by the U.S. Congress, of viable methods to develop a "balanced and comprehensive system which will embrace the concepts of merit pay and exemplary teacher recognition ... through both monetary and professional incentives."

A Superintendent's task force on merit pay for teachers was appointed in November 1983, including teachers, administrators, parents, and community representatives. The task force met with national experts on teacher evaluation, reward, and incentive systems; reviewed the existing research on merit pay and other teacher incentive plans; and assessed the results of an independent study on teaching policies and conditions in the D.C. Public Schools.

In May 1984, the task force issued its report, entitled: A Study of Teacher Incentives for the District of Columbia Public Schools. Among the recommendations in the report was a proposal that "all new teachers should fulfill a one-year internship under the guidance of an expert, experienced teacher in their subject matter area." In making this recommendation, the report pointed out that "attrition rates are highest for new teachers." To address this problem, the report indicated that "the internship should provide the needed supports to enhance the training and retention of new entrants to the teaching force."

With this mandate, a special Internship Program Task Force, composed of key administrators in the D.C. Public Schools and other educators closely related to the system, was appointed by the Superintendent in November 1984, to make recommendations for the development of a program for intern and mentor teachers to be implemented during the 1985-86 school year.

In December 1984, the Board of Education, acting on the recommendation of its Ad Hoc Committee on the Study of Incentives, endorsed the concept of the Intern-Mentor Program and mandated that all new teachers entering the school system in 1985-86 be required to serve a year-long internship under the guidance of an experienced mentor teacher.

The goal of the Intern-Mentor Program is to promote professional growth and development by utilizing exemplary teachers to provide intensive assistance and guidance to new teachers (defined as having less than one full year of satisfactory teaching experience) for the purpose of improving teaching and learning in the classroom.

To implement this goal, experienced teachers, called "mentors", are released from their classroom duties for up to two years to provide assistance to no more than 10 new teachers, called "interns", per year. Mentors devote substantial time to each intern, usually observing him or her at least once every two weeks and consulting more frequently on matters of planning, teaching techniques, identification of teaching materials, assessment of students, and classroom management. The FY 1986 budget funds the additional teachers needed to enable mentors to be released from their classroom duties, a stipend for each mentor, and teaching assistance materials.

All new teachers in the D.C. Public Schools will participate in the Intern-Mentor Program, and it is expected that the majority of these teachers will enter the program as a direct result of the system's vigorous new recruiting effort to fill vacancies in mathematics, science, bilingual education, foreign languages, and special education.

Given the critical shortages in such areas, it is especially important that these new teachers receive the support, advice, and direction necessary to make their first year's experience as successful and meaningful as possible. Therefore, the Intern-Mentor Program will not be an extension of college training or student teaching, but rather an on-the-job practicum where the realities of the classroom can be shared with experienced peers who still have their roots there. It will be the responsibility of these mentors to coach, train, and finally participate in the evaluation of the classroom performance of the intern. For a successful program not only offers professional development to new teachers, but also screens out those who show little aptitude for the classroom.

To ensure the program's maximum effectiveness, every attempt will be made to match as closely as possible the grade level or subject area of the mentor with that of the intern. When disciplines cannot be satisfactorily matched, mentors will be encouraged to call on subject area supervisors or department chairpersons for needed specialized services.

The internship is the first year of a two-year probationary period that the new teacher must complete before permanent tenure can be granted. During the second probationary year, the former intern will receive concentrated support from the building principal and appropriate department chairperson with periodic support from the first-year mentor.

Prepared by
Office for Incentive Programs
July 1985

MAGNET SCHOOLS

Two school-within-a-school magnet programs are planned to open in September 1985, pending approval and funding of the proposal by the U.S. Department of Education. A mathematics and science magnet school program, will be housed at Ballou Senior High School. The other, focused on international studies, will operate at Wilson Senior High School. These two programs are designed to provide an opportunity for students across the city to receive intensive academic training and career preparation in fields in which minority students have been traditionally underrepresented.

The Ballou Math/Science Program addresses the reality that a solid grasp of mathematics and science is crucial for entry into the physical science, engineering and computer fields. The rapid developments made in these fields are shaping this country's and the world's technological advancement.

The Math/Science Program will offer concentrated studies in biological sciences, physical sciences, or mathematics and technology. Advanced placement courses will be offered in biology, chemistry, physics, calculus, social studies, and English. A research practicum, an industry internship, and a mentorship program will be required of all students.

The Wilson International Studies Program takes its place among the more than 60 international studies high school programs developed nationwide in response to the urgent warnings of educators, international corporations and experts in international affairs that our country faces increasingly stiff competition from abroad, and that we are wholly unprepared to meet the challenge. In proposing the international studies focus, the school system supports the position that if this country is to maintain its position in international areas, this educational system needs to introduce curricula and programs which prepare our students to live and work in a multi-cultural and multi-lingual society and an interdependent world.

The International Studies Program will focus on the intensive study of foreign languages, social studies and geography. The focus will be strengthened by the integration of specialized units with a global, multi-cultural perspective into the existing English, mathematics, economics, science and art history courses. Students will participate in internships with embassies, international corporations, and cultural institutions.

The implementation of these two programs will address a serious inequity within our society, namely the underrepresentation of blacks and other minorities in the math and science fields and in international affairs. This underrepresentation is evidenced by the small proportion of minority students in high school, undergraduate and graduate level programs in these areas and is even more noticeable among the professional ranks of international corporations, consulting firms, research and development organizations, the diplomatic corps, high technology firms, and government agencies. By instituting these two programs, the District of Columbia Public School System intends to prepare more minority students to enter and succeed in these vitally important fields.

Prepared by
Division of Secondary School Improvement
Office of the Deputy Superintendent
July 1985

Management Institute

The education deficiencies widely publicized during the past decade have demonstrated the need to replace the "hard" management styles and rigid hierarchies and bureaucracies with new organizational and human resource development models. A myriad of national reports have called for well-defined and long-term goals, realistic priorities and objectives, and new strategic and tactical plans. They have pointed to the need for school officials to become more active, decisive and interventionist than they have been in the past. They have underscored the importance of highly-trained and motivated school officials whose effect on students, faculty, parents and community can be dramatic.

Partly in response to these reports, the nation's school systems have initiated programs to improve the quality of education, the administration of their facilities and money, and the productivity of their graduates. They have been inundated with consultants, academicians, "revolutionary" trends and methods, in-service courses, and summer workshops.

The District of Columbia Public Schools believes it has developed a unique, realistic and long-term response to its problems. The school system has joined with the Washington, D.C. Metropolitan Chapter of the American Society for Training and Development and eleven (11) major corporations to develop a Management Institute. The school system believes that the Management Institute has the potential for adding an innovative dimension to public education and is an approach which could be effectively adapted throughout the United States.

The school system views the Management Institute as an opportunity to design new and effective leadership and management strategies at critical levels of its operation. The concept is based on a belief that: 1) successful management techniques and expertise which top industrial executives practice can be transferred to the school system, and 2) through appropriate exercises and discussions, the leadership skills of school officials can be refined, and educational managers can learn to behave differently and engage in new kinds of activities.

The school system and participating industries view the Management Institute as an opportunity to: 1) exchange educational and private sector management perspectives, 2) contribute to the community and the education of its young people, 3) provide a professional exchange of training and organizational development skill and knowledge, 4) gain insight into the workings of each other's operations, and 5) further develop professional contacts.

Since 1984, corporations with distinguished management training programs have provided courses, workshops and seminars to mid- and senior-level school officials at corporate training centers. The training sessions have been designed based on an assessment of the individual and organizational needs of the school system and taught by training and organizational specialists from the sponsoring companies. The needs assessment was designed with the assistance of George Washington University's School of Government and Business Administration.

School officials are selected by the Superintendent of Schools from a list of candidates nominated from major offices and divisions within the school system. The selection of Institute trainees is based on assessments of the personal and organizational development needs, and the future contribution and input which selected officials may make to the school system.

The officials selected for the Management Institute are expected to complete three phases of training: 1) Phase I - an Introduction to Management Training, 2) Phase II - Intensive Training in specific techniques that top industrial executives practice, concurrent with the refinement and application of these techniques to school system operations, and 3) Phase III - an Executive Leadership Seminar to be designed by Institute participants in conjunction with an area university. The design of each phase of training will reflect the individual needs of school officials and the organizational requirements of the school system.

From its inception, the Management Institute has been viewed as a long-term commitment by the public school system and its corporate sponsors. An integral part of the Management Institute is a "training of trainers" component. As part of their Phase II training experiences, selected school officials will: 1) assist corporate trainers in modules designed for new entrants selected by the Superintendent for Phase I training, and 2) assisted by the corporate trainers, provide Phase I training in sessions offered to school officials from neighboring school districts. Ultimately, as a result of this training and developmental process, a cadre of in-house trainers will assume the management training responsibilities for the District of Columbia Public Schools as well as provide training opportunities for school systems whose limited resources preclude program replication.

The District of Columbia Public Schools believes that combining public and private resources to upgrade the skills and competencies of school administrators and managers is an important first step to a solution to educational and management problems confronting public schools. The combined resources can assure that the school system has the management capabilities to maintain and expand programs that enhance the students' abilities to compete in today's and tomorrow's academic and employment marketplaces.

Prepared by
Office of the Superintendent
July 1985

Mathematics/Science Project

Data collected nationally indicate that there is a growing need for certified, qualified mathematics and science teachers in the nation's classrooms. D.C. Public School students - particularly at the secondary level - are also being deprived of mathematics and science instruction due to the lack of qualified, fully-certified, content-trained mathematics and science teachers.

The problem manifests itself in a variety of ways: some schools have teachers certified only as temporary in mathematics or science; many have teachers trained in other disciplines assigned to teach mathematics and science classes on a full or part-time basis, and the number of students at the junior high school level not receiving mathematics or science instruction from teachers trained in those disciplines is approaching the 50 percent mark. These serious deficiences must be addressed if school improvement efforts are to succeed.

A proposal for the mathematics/science project, designed to alleviate the serious shortage of trained and certified professionals, was prepared and submitted to the U.S. Department of Education under the Economic Security Act (P.L. 98-377). The purposes of the project are to: 1) facilitate the transition of teachers to a "new" field of certification, 2) provide the opportunity to upgrade teacher skills and knowledge in science and mathematics, 3) introduce new teaching and learning strategies, and 4) increase student learning in these subject areas.

The mathematics/science project plan includes five separate but integrated components designed to address the identified needs of the schools:

- Certification/Enrichment Programs for Elementary Teachers
- Certification/Enrichment Programs for Secondary Teachers
- Professional Development Program
- Supplementary Personnel Program
- Mathematics/Science Resource Center

The Office of Instruction will administer the overall program, coordinating the activities of the Local Education Agency (LEA), the State Education Agency (SEA), and Institutions of Higher Education (IHE). In the District of Columbia, these correspond to the four administrative regions - A,B,C, and D, central administration and the D.C. Board of Higher Education respectively.

The program for elementary public and private school teachers will, for example, enable elementary subject-area resource teachers to finish certification requirements or to enrich their present training. The program for secondary teachers includes attention to the needs of those teachers who are teaching out-of-field by making it possible for them to obtain certification in mathematics or science content and methods. It will also serve certified teachers by providing

the opportunity for updating and specializing in the field in which they have been teaching. Where possible, courses will be organized for groups of teachers with similar needs. Provisions will also be made for individual teachers to enroll separately in a university where the needed courses are offered.

The Professional Development Program consists of three parts: 1) partial support to encourage teachers to attend national professional meetings and conferences, 2) provision for ongoing seminars and workshops administered through the Math/Science Resource Center, and 3) professional development seminars which address the psychological aspects of teacher attitudes, rapport with students, and the affective domain of learning.

The Supplementary Personnel Program is designed to assist in the preparation of scientists, mathematicians, and engineers from the private sector to teach in elementary and secondary schools by offering methods, workshops and seminars designed to enhance their teaching skills.

The Mathematics/Science Resource Center, jointly administered and supported by the LEA, SEA, and IHE staff, will provide materials, equipment, and personnel for the training and retraining of public and private school teachers. Teachers will have access to a professional library, counseling and tutoring services, consultant help, and opportunities to participate in demonstration classes.

Activities are scheduled to begin in August 1985 and continue through September 1986 upon funding of the $450,000 proposal. Courses will be identified and teachers enrolled for the fall 1985 semester. The Math/Science Resource Center will be operational by September 1985.

Prepared by
Instructional Services Center
July 1985

Mathematics/Science Volunteer Programs

Over the past ten years, there has developed an obvious need to expand and enhance the curriculum capability in the science and mathematics areas in order to improve secondary student performance on standardized testing and to broaden students' knowledge and skill in the science and mathematics areas. As the required skill and knowledge base of mathematics and science has increased, so too has the need to provide additional human resources and expertise to support the classroom instructor expanded. The metropolitan Washington community of science and mathematics professionals offers a broad spectrum of willing talent. A recent elementary volunteer project entitled "Come Rain or Shine," which recruited meteorologists to serve as special presenters on weather, indicated their willingness to share their expertise with classroom teachers and students. Such a coalition not only benefitted the professional educators but also broadened the career-awareness base for students who interacted with individuals who earn their living through the application of knowledge in science, mathematics or related fields.

In the spring of 1985, the Federal City Council entered into a partnership with the District of Columbia Public Schools to design and implement a major effort to recruit, organize and utilize these experts to provide support and assistance to staff and students in the mathematics and science areas.

An informal assessment of junior high school principals and selected secondary science and mathematics teachers conducted in the spring by The Volunteer Services and Training Branch identified six major areas for initial concentration of volunteer resources:

- mathematics/science tutoring
- academic coaching for science/mathematics special projects
- professional partnership activities between individual science/mathematics professionals and classroom teachers
- lectures/demonstrations for targeted seventh grade students
- sponsorship of mathematics, science and computer clubs; and,
- development of subject enhancement seminars for selected teacher-clusters.

Acting as a catalyst, the Federal City Council will focus the strength of the Washington business and university communities on making the pilot project a successful model which may be replicated in cities across the country, creating a national volunteer corps of scientists and engineers.

The active cooperation and help of the universities and business sector are critical to the success of the project. Part-time volunteers will be recruited from universities, high technology industry, research and development firms, government laboratories and science agencies. Retired scientists and engineers will also be recruited. There are 48,500 scientists and engineers working in the District of Columbia and many more in the adjacent suburbs of Maryland and Virginia.

Volunteering on a part-time basis with the encouragement of their own institutions or companies, these scientists, mathematicians, and engineers will serve in at least three capacities:

- As visiting classroom instructors and role models for the students, imparting the excitement of science and how it is done, together with emphasizing the essential nature of mathematics for science, engineering, and other careers in this technological age;

- As partners with the science and mathematics teachers in the schools, enhancing their teaching and augmenting their knowledge of science and mathematics through seminars, workshops, and other means; and

- As resources to the Instructional Services Center and Division of Staff Development by sharing ideas on how science and mathematics can be taught in such a way as to attract students and have a significant impact on their learning.

Volunteers may choose to fill one, two, or all of these roles. And though the interim objectives differ--better motivated students, better teachers, better curricula--the overall goal is the same: better educated young people.

A summer workshop program will also be established with science and engineering volunteers as faculty. This proposed six-week program will be aimed at updating and expanding the teachers' knowledge of their subjects.

The project is guided by an ad hoc task force chaired by the Chairman and Chief Executive Officer of Martin Marietta Corporation, and the Executive Vice President and Chief Strategic Officer of COMSAT, as vice-chairman. Overall program coordination is procured by a resource person detailed from the NSF to the Federal City Council under the Inter-governmental Personnel Act, and the Director of The Volunteer Services and Training Branch of the District of Columbia Public Schools.

This pilot project is believed to be the first community-wide attempt to bring direct volunteer professional assistance to the teaching of science and mathematics at the pre-college level.

No other project has been identified which brings together volunteers from all of the science and engineering elements in the community--universities, industrial corporations, government science agencies and labora, and retired scientists and engineers--to directly focus on the needs of teachers and students.

Among the expected outcomes of the program are:

- broadened resource base for teachers and students from the science and mathematics community;

- increased test scores as a result of a greater concentration of human resources to address remediation;

- increased teacher knowledge and competence as a result of information exchange and sharing with professionals in touch with "stage of the art" in science and technology; and

- broader and more sucessful participation by students in science competitions and exploration projects involving mathematics and science.

Prepared by
The Volunteer Services and Training Branch
Office for Special Services and State Affairs

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The Model Elementary Science Program (MESP)

During SY 1982-83, the District of Columbia Public Schools and the National Science Teachers Association (NSTA) developed an agreement to operate a model elementary science program for three years, 1983-86 (with an option for both parties to continue) at the Anne Beers Elementary School, a typical K-6 school in the District of Columbia, enrolling 449 students with 23 teachers. Members of the D.C. Board of Education and leaders of the Anne Beers PTA, as well as the Anne Beers staff and central administration, were actively involved throughout, thus ensuring a broad base of support for the project. The Beers School was selected not only because of staff and community support but also because of the availability of classroom space to house this special program and ancillary operations such as a curriculum library for the use of MESP staff and visitors. The District of Columbia Public Schools and the NSTA plan utilizes the school as a site to evaluate instruction and from which to disseminate results.

A teacher-coordinator for the MESP was selected in summer 1982; fall 1983 was devoted to planning and staff development. Instruction began in the spring of 1984 with the sixth grade; was expanded to grades 5-6 in the 1984-85 school year, and will be in grades 4-6 in SY 1985-86.

NSTA contacted various vendors of science education equipment, supplies, and materials, requesting donations to the model school. Dozens of companies offered contributions and a committee consisting of teachers, PTA leaders, and project personnel was established to coordinate donations. The largest donations were from Sheldon (General Equipment Corporation) and Control Data Corporation. Both companies expect to use the model school as a setting for research and development activities for their elementary school science education initiatives. Sheldon designed and installed a flexible and relatively inexpensive elementary school science laboratory. Control Data has donated computers, training for teachers, and software.

Evaluation will continue throughout the project. Demographic data and results from standardized achievement tests have already been collected, will continue to be collected, and will be analyzed to ascertain whether the MESP students approximate the national population. Data will be collected by means of case studies and experimental approaches. During the life of the project, an evaluator will be on-site to observe the process of adopting and using the proposed instructional procedures. Not only students, but also teachers, local school administrators, central administrators, school board members, parents, and volunteers will be observed.

The Comprehensive Tests of Basic Skills will continue to be given and analyzed, using quasi-experimental designs. The time series design can be used to compare data collected after treatment with data previously collected over several years for students at this school, and data can be compared with matched schools throughout the district, using a non-equivalent control group design.

In addition, achievement and interest tests--either selected from those already available or designed specifically for the project--will be administered as pre- and post-tests. In some cases, tests will preceed and follow a unit of instruction, and in some instances delayed post-tests will be given to measure long-term retention. Pre-test, immediate and delayed post-test scores can then be compared. In all cases, appropriate multivariate techniques will be used.

Dissemination of the results of this project will be conducted in three ways--visits to the project site, workshops and other sessions at science teacher meetings, and articles in NSTA's Science and Children magazine and other journals. NSTA, working in cooperation with the District of Columbia Public Schools, will be responsible for dissemination activities.

During the course of the project, visitors will be encouraged to make observations of the MESP, and, in some cases, special programs will be conducted to attract visitors. NSTA regularly receives visitors from across the nation and the world. This site will provide a showcase of elementary science methods and materials for those visitors.

A proposal to the National Science Foundation (NSF) for a grant in the amount of $375,000 to operate the program over a three-year period has been submitted and to date has received positive reaction. The official awarding of the grant is expected in the near future.

Prepared by
Instructional Services Center
July 1985

Principals' Center

The current research on effective schools and recent reports on the national status of education provide evidence that the principal is the primary force in the school improvement process. This factor, supported by the experiences of participants in the Danforth Foundation Program and the Harvard Principals' Center, motivated the design of a model for improving the principalship in the District of Columbia. The Principals' Center to serve the Washington, D.C. community beginning in fall 1985, is based on the concept that the improvement of schools begins with refining the skills and broadening the horizons of their leaders. This will be accomplished through professional growth and development activities in three major areas:

- Pre-service professional training;
- Screening, selection, and appointment;
- Professional development opportunities.

Each of these special features of the model is addressed in the Center's program. The Leadership Development Project, for example, is organized to prepare interested employees for positions as school officers. This administrative internship, which will cover a twelve month period, will offer participants the practical as well as the academic experiences required for effective leadership.

The Assessment Center Project focuses on screening, selection and appointment. It is designed to assess potential administrators in twelve generic skill areas:

- Organizational Ability
- Problem Analysis
- Decisiveness
- Judgment
- Leadership
- Sensitivity
- Written Communication
- Oral Communication
- Range of Interest
- Personal Motivation
- Stress Tolerance
- Educational Values

Candidates will participate in structured activities organized to display performance in each of these skill dimensions. They will be monitored by multiple assessors trained to observe, record, and evaluate their performances. This project defines areas of strength and weakness and offers both the school system and the candidates the opportunity to determine appropriateness for assignment to a position of school leadership.

Additional activities incorporated into the Center's program emphasize renewal for and assistance to the local school principal. These activities, which are to be initiateded during the first three years of operation, include:

- Implementation of a writer's project which will help administrators improve communications skills;

- Establishment of a research component that will contribute to school improvement by:

  -- developing instruments to assess periodically, the concerns, interests and needs of school administrators,

-- disseminating information about school improvement programs, current trends, educational practices, and other research findings,

-- developing a resource data bank of local, national, and international research findings,

-- establishing a human resource bank which identifies outstanding experts in fields of special interests, and

-- identifying sources of technical assistance in designing and implementing research projects.

- Development of an ongoing public relations program which will enhance the image of the school-based administrator;

- Establishment of an emeritus principals' program designed to utilize the expertise of retired administrators who were effective school leaders;

- An orientation program for newly-appointed principals and assistant principals;

- Production and dissemination of a handbook for principals;

- Production and dissemination of a quarterly newsletter for principals;

- Participation in the Management Institute;

- Development of a process for principals to participate in national and international "renewal" programs; to observe exemplary programs in other school systems; to compete for independent study grants; to acquire expanded skills through individually designed programs at local universities, and to be recognized for excellent performance; and,

- Establishment of an Experts-in-Residence Program which will bring dynamic educational leaders to the District of Columbia Public Schools to work directly with principals on school improvement projects.

The Principals' Center, a service organization dedicated to professional growth of school-based administrators, is founded in the belief that the principal makes the difference in schooling outcomes. Thus, it must deliver services that assist principals in making a positive impact on student achievement, school climate, teacher morale, and community relationships.

To ensure that the needs, interests and concerns of its constituents will be given priority consideration, the leadership of the Center will be vested in a twelve-member Advisory Board, headed by the Deputy Superintendent. Four of the six persons will be elected by principals and assistant principals, one from each of the four regions. The remaining two members will be elected representatives from the District of Columbia Associations of Elementary School Principals and of Secondary School Principals. All six electees who will be recommended to the Superintendent for participation on the Board, shall have specified experiences in center or academy programs. The remaining members of the Board will be appointed by the Superintendent to serve for two year periods. Appointees will include one retired principal, one educator from the university community, one non-public school principal, and one member of the corporate/business community.

The major responsibilities of the Advisory Board will be as follows:

- Recommend policy to the Superintendent through the Deputy Superintendent. These recommendations will be based on principals' identified needs for operating effective schools;

- Review and approve the Center's annual program plan, budget, status report, and evaluation report; and,

- Meet at least four times each year, including the annual meeting in which the status report will be presented to the Superintendent.

Each program growing out of Center objectives will be evaluated with a design established in advance to measure its effectiveness and its impact on results expressed in the goal: improved student outcomes, school climate, and teacher morale.

It is proposed that the Center be validated as an exemplary project, utilizing specific criteria from the Joint Dissemination Review Panel Ideabook as a guide.

The Planning, Monitoring and Implementation (PMI) Evaluation Model developed by the Division of Quality Assurance will be used to provide formative and summative evaluation each year.

Prepared by
Office of the Deputy Superintendent
July 1985

School Attendance Improvement

School attendance is an educational issue of national concern. Across the United States, children are staying away from school in record numbers. The high rate of student absenteeism, particularly in urban areas, is alarming school administrators and costing school systems staggering sums of money to remedy. While the average absenteeism rate is 8 percent, in many school systems the rate has increased to between 10 and 15 percent. There are urban school systems that report absence rates as high as 30 percent.

Why are so many students absent from school? Some research has been done in this area, but not nearly enough. The following societal trends have been identified as factors related to an increase in absenteeism:

- the growing number of working mothers;
- a dramatic rise in the divorce rate and an increase in the number of single parents;
- the increase in drug and alcohol abuse; and
- the number of hours that children watch television and the negative impact attributed to some programs.

Factors related to the attendance patterns of school children have been the topics of research studies. The following are some of the findings:

- Absenteeism is higher on certain days of the week than on other days. For example, studies done in the District of Columbia Public Schools reveal that Mondays, Fridays and school days close to holidays are the days with the highest absence rates;
- Absenteeism seems to increase as students grow older;
- Secondary level freshman, sophomore and junior boys have lower absentee rates than girls;
- Students whose parents are unemployed have more absences than students whose parents are employed;
- Children living with two parents are less likely to be absent than those living with one parent;
- Students with good grades are absent less often than those with poor grades;
- Students who participate in extra-curricular activities are absent less than those who do not.

In recognition of the fact that the District of Columbia Public Schools must significantly decrease the truancy and dropout rates, a Comprehensive Plan for School Attendance Development has been developed. Inherent in this thrust is an emphasis upon improving the quality of education at the secondary level while maintaining or exceeding the previous educational gains at the elementary level.

The Comprehensive Plan for School Attendance Improvement focuses upon the following elements:

- Attendance awareness
- Attendance accountability
- Instructional improvement
- Direct services
- Participation and support from parents and the community
- Truancy prevention
- Dropout prevention activities
- Monitoring and evaluation.

The overall goal for average daily attendance in the District of Columbia Public Schools is 95 percent by SY 1987-88. The average rate of daily attendance for the last three years follows:

Category	1982-83	1983-84	1984-85*
Elementary	92.2%	91.8%	92.6%
Junior High	85.7%	86.8%	88.2%
Senior High	81.1%	83.3%	84.7%
Special Education	86.4%	83.8%	85.8%
Systemwide	88.2%	88.7%	90.1%

*Does not include data for Region B and C for the month of June 1985.

The planned awareness program will address the nature, objectives, and legal requirement of attendance policies and law, and the roles and responsibilities of all parties. In addition, information will be provided within the school system as well as to parents, community agencies, civic organizations and the general public.

Positive attitudes toward the importance of attendance will be the essential outcome of the implementation of attendance awareness activities. The vast majority of our students are neither truants nor potential dropouts. Nevertheless, a substantial decrease in the number of students who are developing a pattern of irregular attendance including tardiness, class cutting and unnecessary absence, both excused and unexcused, will have a positive impact on the average daily rate of attendance.

Local schools will develop and implement an attendance improvement plan which will incorporate staff development, accurate recording and reporting of attendance, an interdisciplinary team approach to attendance service delivery, teaching students the concepts, laws and technical language related to attendance, and an outreach to parents and the community to motivate students to attend school regularly. Regular school attendance is a necessary prerequisite for satisfactory academic achievement.

A wide range of additional activities and services will be initiated to increase the school system's effectiveness in keeping children in school. The assignment of 17 new attendance counselors and 5 social workers will permit the realignment of existing attendance officer and aide services. An automatic telephone dialing system has been installed in secondary schools, career development centers, and other selected schools as a primary strategy in truancy prevention. Daily and prompt notification to parents of their child's absence will serve to alert them to unknown absences and to encourge them to avoid unnecessary absences. Properly integrated into a planned system of truancy prevention, this dialing system becomes an effective resource reportedly capable of reducing absenteeism by 25-50 percent.

The Student Attendance Service Center (SASC), a newly created centralized facility, will provide effective services to secondary school students with severe attendance problems. Since attendance problems may originate with the student, the family, the school and/or the community, the SASC is designed to focus upon the complex interrelatedness of these factors in an effort to modify truant behavior. Two attendance counselors and five attendance social workers, along with other related disciplines, provide multi-dimensional services to clients. The purpose of SASC is to reinforce local school and regional interventions with special emphasis upon:

- Student self-awareness
- Family involvement
- School adaptation
- Community support.

Every year a substantial number of teenagers become dropouts. The National Center for Education Statistics reports that approximately one million youths betwen the ages of 14 and 24 leave school without a diploma. Since the aim of education is to enhance and enrich the quality of life, the increased number of dropouts presents a problem not only for the school but also for the whole of society. Therefore, the responsibility for its reduction must be shared.

The current dropout rate among the District's high school students is 16.9 percent, i.e., 2.9 percent higher than the national dropout rate. The District of Columbia Public School System is committed to addressing the causes for school dropouts and to the development and implementation of innovative strategies designed to prevent and decrease the number of dropouts. This will include expansion of existing alternative programs and initiation of a range of new programs both for identified potential dropouts and for those students who have dropped out and re-entered school.

There may be early indicators that a child will be a potential dropout. Therefore, dropout prevention activities must begin at the elementary level and continue throughout the secondary grades. A decrease in the number of dropouts will substantially increase the number of public school graduates. This goal will be accomplished by bringing all the resources at our disposal to bear on this important problem.

Prepared by
Division of Student Services
Office of the Deputy Superintendent

July 1985

Special Education

A transition program designed to bridge the gap between school and work will be developed and implemented. This program will focus on the older handicapped students attending Grimke, Sharpe, and Mamie D. Lee and include a pre-graduation job training program targeted toward the employment market and post school follow-up activities to ensure continuous support for handicapped students who complete formal schooling.

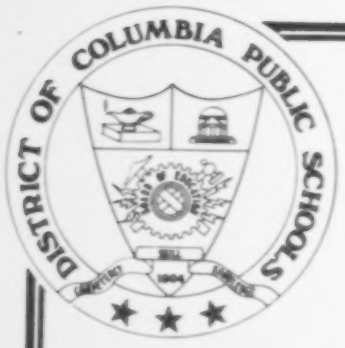
The next volume of the Competency-Based Curriculum special education series, Affective Domain: Secondary Level will be developed. This second volume which is designed for use with junior and senior high school students will provide age-appropriate activities and strategies covering such topics as peer inter-relationships, coping skills, acceptance and adjustment skills, and adolescent awareness. Once completed, this document will be copyrighted and made available for sale.

A student tracking system will be implemented as a coordinated effort of the State Office for Special Education and the Office of Management Services. This automated system is designed to store data relative to handicapped students in the District of Columbia with capability for maintaining both demographic and programmatic information on special education students and producing various statistical reports required by the federal government and Board of Education.

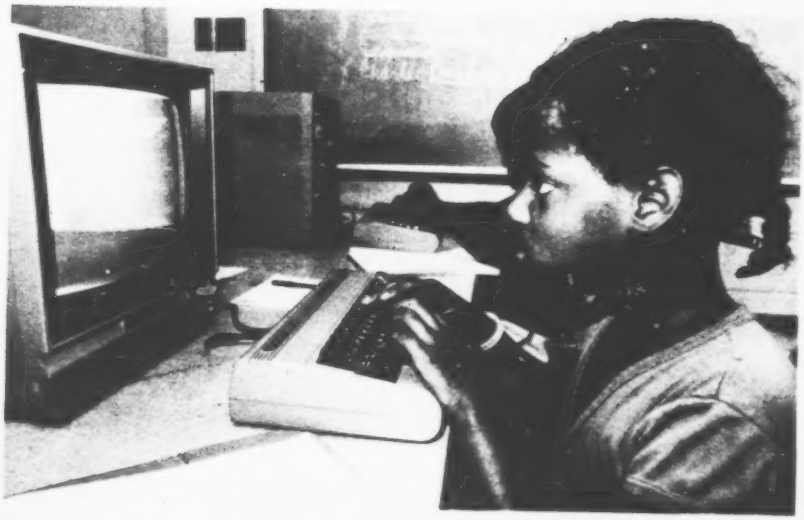
A Parent Support Center will be established to increase efforts in the area of parent awareness and training. The Center, which will be developed utilizing federal funds, will provide direct support to parents and families of handicapped children and youth including child advocacy, program and test interpretation, awareness and orientation workshops on municipal and systemic policies and procedures, and training opportunities for parents and siblings in various handicapped conditions.

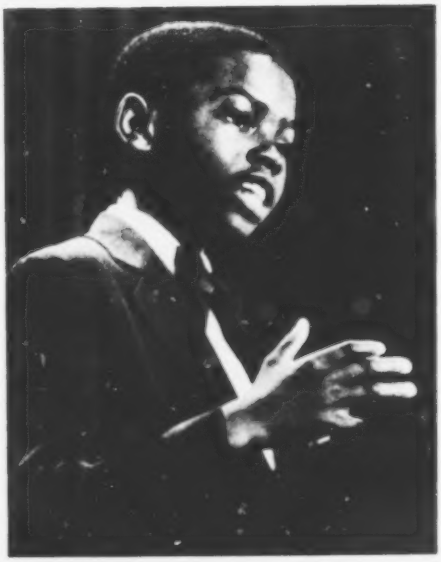
Prepared by
Division of Special Education
Office for Special Services and State Affairs

July 1985



Photos by W.J. Webb, Jr.





OFFICE MISSIONS, FUNCTIONS, ACCOUNTABILITY

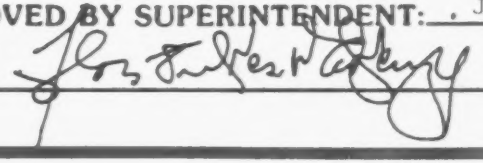
OFFICE OF THE SUPERINTENDENT

Education Plan, SY 1985-86

OFFICE: Office of the Superintendent

DATE APPROVED BY SUPERINTENDENT: July 31, 1985

ACCOUNTABLE OFFICER: Dr. Floretta Dukes McKenzie

APPROVED: 

Mission Statement:

The OFFICE OF THE SUPERINTENDENT provides energetic leadership and philosophical direction to the instructional and management operation of the school system. In doing so it seeks, with the Board of Education, to achieve the mission of the school system.

262

277

Functions:

The EXECUTIVE OFFICE provides educational leadership for all organizational elements of the school system.

The DIVISION OF QUALITY ASSURANCE AND MANAGEMENT PLANNING provides research, evaluation and student assessment services as well as management planning and analysis.

The Labor Relations Branch negotiates Board/Union agreements and administers labor relations policy.

The Legal, Regulatory and Legislative Services Branch provides legal counsel and advisory services to the Board, Superintendent, and central, regional and local school officers and staff.

The Communications Branch serves to inform and explain the goals, policies, programs, services, needs and current issues of the school system to the public.

Chapter 2 of the Education Consolidation and Improvement Act of 1981 supports the instructional program through the development and demonstration of programs.

The Incentive Programs Office develops and implements incentive and career development programs designed to attract, retain and motivate a high calibre instructional staff.

278

Accountability:

For monitoring programs and projects, an evaluation design, the Planning, Monitoring and Implementation (PMI) Model, was developed. A component of PMI seeks to determine the degree to which what was intended has actually occurred. PMI involves the assessment of accomplishments at specific points in time. Analysis of the monitoring data will reveal agreement or discrepancy. In addition to on-site visits, staff meetings, and so forth, the Incentive Programs Office and the Chapter 2 Office will monitor programs using the PMI Model.

In the Division of Quality Assurance the objectives and sub-objectives, delineated by tasks and timelines will be monitored. When discrepancies occur, action will be taken to resolve the problems encountered.

Monitoring in the Labor Relations Branch will note the degree of compliance with timelines stipulated in the Comprehensive Merit Personnel Act, the Rules of the Board of Education, and the approval of negotiated proposals by the Superintendent and the Board.

Within the Executive Office, Legal Services Branch and the Communications Branch, the achievement of goals and long range and intermediate objectives will be monitored through periodic reports from staff on progress in completing assignments including any identified constraints and recommendations for expansion or modification of approaches and procedures pre-established for the completion of tasks. Individual conferences with staff members will provide guidance and accountability on completion of individual tasks.

The PMI Model provides for ongoing evaluation in order to determine whether or not objective(s) have been met, or whether there is a need to revise or eliminate objective(s). The final evaluation determines the performance agreement between the three observable components (inputs, processes and outcomes) of the model. The frequency of evaluation will be determined by the projected length of time required to complete the objective, the data and conclusions reached during the course of the monitoring process, and the extent to which the final product or outcome fulfills the pre-established

OFFICE: Office of the Superintendent

Accountability (continued):

scope and requirements of the long range and intermediate objectives. Evaluation of Labor Relations activities depends on the final negotiated agreements and the benefits to the educational program. Sub-mission to the Superintendent of completed reports on programs and projects, completion of proposals, and effective advisements will be among the indicators considered in evaluating the achievement of goals and objectives of all branches and divisions.

New/Revised Policy Considerations:

None

OFFICE OF THE DEPUTY SUPERINTENDENT

Education Plan, SY 1985-86

OFFICE: Office of the Deputy Superintendent

DATE APPROVED BY SUPERINTENDENT: July 31, 1985

ACCOUNTABLE OFFICER: Dr. Andrew E. Jenkins, III

APPROVED:

Mission Statement:

The OFFICE OF THE DEPUTY SUPERINTENDENT directs the operations of the local schools in order to provide positive learning environments for all students. This mission will be accomplished by monitoring, supervising and evaluating the actions of the executive office, regions, and divisions responsible for the direct operation and support of educational programs.

266

284

Functions:

THE OFFICE OF THE DEPUTY SUPERINTENDENT coordinates the operation of four regions, Bilingual Education Programs, the Division of Career and Adult Education, Student Hearings, the Division of Student Services, ECIA Chapter 1, the Division of Safety and Security, the Division of Secondary School Improvement and the Office for Special Services and State Affairs. The Deputy's Office monitors the operation of all local schools and consolidates all student services which support continuous development, progress, skill mastery, student achievement and formal instruction. The Office exercises oversight of programs and insures that policies and directives are effectively implemented.

The four administrative REGIONS - A, B, C, and D - have responsibility for supervision of schools and the delivery of educational services at the regional level. The regions provide instructional assistance to principals and teachers, and assist students with matters such as special testing, placement, and psychological counseling.

BILINGUAL EDUCATION serves students whose primary language is not English. The services include bilingual tutoring, instruction in English as a Second Language, staff development, and assistance to students from foreign countries with grade and school placement.

The DIVISION OF CAREER AND ADULT EDUCATION has administrative responsibility for the operation and supervision of all career and adult education centers. It also coordinates state vocational programs and services for the disadvantaged, the handicapped, school dropouts, and women desiring training in fields traditionally limited to males.

285

Functions (continued):

The Student Hearing Branch assures that the rights of all public school students are protected, and works in their behalf to establish and maintain a code of behavior.

The DIVISION OF STUDENT SERVICES develops programs, facilitates program implementation, monitors regulatory compliance, provides technical assistance, and offers additional support services in the areas of student enrollment, student accounting, guidance and counseling, student government, and other extra- and co-curricular activities and programs.

ECIA CHAPTER 1 administers a program of supplementary services in reading and mathematics. The Branch develops programs, directs implementation, monitors regulatory compliance, and provides technical assistance, staff development and parental involvement.

The DIVISION OF SAFETY AND SECURITY provides assistance to the schools in planning and implementing programs that assure a safe school environment. The Division is responsible for security measures for all citywide activities within the system.

The DIVISION OF SECONDARY SCHOOL IMPROVEMENT provides direction and technical assistance to local secondary schools in the development of self-improvement plans.

The OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS administratively directs, monitors and evaluates the Division of Special Education and Pupil Personnel Services, the Department for Grants Administration, and the Department of Personnel Certification and Accreditation, the Volunteer Services and Training Branch, and the Office of the Ombudsman.

OFFICE: Office for Special Services and State Affairs

Accountability:

All offices, divisions and regions are responsible for the implementation of the monitoring process. At the operational level, the process involves three components: 1) on-site monitoring and assessment of individual school programs once each school year by members of the divisional or regional staffs and school administrators; 2) self-monitoring of the school program once each semester by the building administration, CBC Team and SCAC representatives, departmental or grade level chairpersons, and other staff members as required; and 3) self-monitoring of the regional or divisional program once each semester by the Assistant Superintendent and other regional staff members. Three monitoring assessment forms are used and submitted for review and evaluation. The central office is responsible for developing a system to determine if procedures are being implemented as directed by the Superintendent and if activities are consistent with Board of Education Rules and other local or federal regulations.

In accordance with the District of Columbia Public Schools' PMI Evaluation Model, each division or region will compare its planned inputs, processes and outputs for each objective with those actually observed. An analysis of the output data will indicate the extent to which the stated objectives have been met and the goals achieved.

New/Revised Policy Considerations:

None

OFFICE OF INSTRUCTION

Education Plan, SY 1985-86

OFFICE: Office of Instruction

DATE APPROVED BY SUPERINTENDENT: July 31, 1985

ACCOUNTABLE OFFICER: Dr. James T. Guines

APPROVED:

Mission Statement:

The OFFICE OF INSTRUCTION directs, supervises and manages the development, and implementation of the Competency-Based Curriculum; and, designs instructional programs in the content areas for grades K-12. It has the responsibility for managing instructional support services through organizing and developing technical learning resources and instructional management processes to improve student achievement. The Office is responsible for providing direct assistance and instructional support to teachers in the classroom; for planning, developing and coordinating professional development and in-service training and incentive activities to support staff and educational personnel; for providing supportive services to students; for designing and implementing special development programs; and, for updating the Comprehensive Education Plan.

Functions:

The OFFICE OF INSTRUCTION has the responsibility for directing, coordinating, monitoring and evaluating the Division of Program Development and Planning, the Division of Educational Technology, the Instructional Services Center, the Division of Staff Development, the Corporate Involvement Branch, Banneker Academic High School, and the Duke Ellington School of the Arts. The Office of Instruction further provides technical assistance and coordination for all instructional programs which impact on citywide instructional goals; and coordinates special projects which include the District Facilitator Project, Gifted and Talented Programs, Emeritus Teachers Project, the Embassy Adoption Program, Resident Supervisory Support for Teachers Project, and Success in Reading and Writing.

The DIVISION OF PROGRAM DEVELOPMENT AND PLANNING designs, implements and monitors a comprehensive educational and facilities planning process for the school system; provides technical assistance to offices, divisions and other operational units in short and long term planning and other systemwide initiatives; and, coordinates the introduction and implementation of special programs in local schools.

The DIVISION OF EDUCATIONAL TECHNOLOGY administers the Computer Literacy Training Laboratory, the Instructional Media Center and the Library Science Department. The Division develops recommendations on software and hardware for instructional delivery; and, develops procedures for the utilization of technology in the instructional program, in addition to providing literacy awareness training for teachers, students, and the community.

Functions (continued):

The INSTRUCTIONAL SERVICES CENTER provides instructional direction and leadership for the subject areas of art, English/language arts, foreign languages, health, physical education, athletics and safety, history and social studies, mathematics, military science, music, reading, and science in grades Pre-k-12. The Center directs and coordinates the development of curriculum; sets program requirements and standards; develops criterion-referenced tests; recommends textbooks and instructional materials for adoption; coordinates special systemwide programs; and, identifies special equipment facilities and supply requirements in the subject areas specified. The Center operates the field placement program for pre-service teachers and directs the Basic Skills sub-section of the Education Consolidation and Improvement Act (ECIA), Chapter 2.

The DIVISION OF STAFF DEVELOPMENT plans, implements, and coordinates citywide professional development, in-service training, and incentive activities for all school system employees to improve instructional programs.

The Corporate Involvement Branch develops conceptual designs for Public/Private Partnership Programs and provides technical assistance to existing partnership programs.

The Banneker Academic High School provides an alternative instructional program of secondary education in which students engage in rigorous and varied academic experiences. The Duke Ellington School of the Arts provides an instructional program of secondary education with specialization in pre-professional arts, dance, vocal and instrumental music, theatre, and visual arts.

OFFICE: Office of Instruction

Accountability:

The monitoring process for the OFFICE OF INSTRUCTION will: (1) provide documentation for the implementation of the Office Education Plan, (2) provide a means for each division to report progress in the implementation of the plan, (3) supply information to each division to report progress in the implementation of the plan, (4) yield information needed by the Office to identify quickly and accurately activities which are not on target for achievement of the comprehensive plan. Formative data will be collected and analyzed as an important means of monitoring progress and product achievement. Data will be collected on an ongoing basis and redirections will be made as required.

The Associate Superintendent will have evaluations conducted to determine the degree to which performance and objectives were achieved in the context of the annual and multi-year plans. Formative evaluation reports and data will be analyzed and used to make quantitative and qualitative judgements about the attainment of long range and intermediate objectives. Summative evaluation will be used as a basis for reassessment and future planning.

New/Revised Policy Considerations:

None

OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS

Education Plan, SY 1985-86

OFFICE: Office for Special Services and State Affairs

DATE APPROVED BY SUPERINTENDENT: July 31, 1985

ACCOUNTABLE OFFICER: Dr. Wilbur A. Millard

APPROVED:

Mission Statement:

The OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS administratively directs, monitors and evaluates the Division of Special Education and Pupil Personnel Services, the Department for Grants Administration, the Department of Personnel Certification and Accreditation, the Volunteer Services and Training Branch, and the Office of Ombudsman to ensure that their respective programs are designed and managed in such a way as to reflect the productive use of resources towards the achievement of the goals and objectives of the school system. Under the administration of the Chief State School Officer, the Office for Special Services and State Affairs seeks to create a coordinated framework for the achievement of state-equivalent functions on an inter- and intra-agency basis.

Functions:

THE OFFICE FOR SPECIAL SERVICES AND STATE AFFAIRS, through respective organizational units, administers state-equivalent educational programs and services.

THE DIVISION OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES administers all programs and activities supported by the Education for All Handicapped Children Act (P.L. 94-142) and ensures that a free and appropriate public education and required related services are provided to all identified handicapped children and youth in the District of Columbia. It provides general supervision of all programs; monitors and evaluates them from a state level perspective; and, provides necessary training and technical assistance to ensure compliance with applicable laws, regulations and court mandates. This Division operates and supervises the special education programs serving handicapped students in the District, and it administers and manages federal grants awarded to the District of Columbia for the education of handicapped students and training of staff serving them. As the State Education Agency, it monitors psychology and social work services to focus on the prevention of and intervention in instructional and learning problems. Through the Child Study Center, it provides state level diagnostic and placement services to handicapped children and youth in the District of Columbia.

The Volunteer Services and Training Branch utilizes community volunteers to provide instructional support for elementary students; provides after-school tutorial assistance for secondary students; uses volunteers to monitor attendance; and, provides enrichment experiences.

OFFICE: Office for Special Services and State Affairs

Functions (continued):

The Department for Grants Administration manages processes and procedures to acquire, administer, distribute and report the use of private and federal funds to support educational programs.

The Department of Personnel Certification and Accreditation provides professional certification to those who seek it and recommends approval of teacher education programs in the institutions of higher learning in the District of Columbia.

The Office of Ombudsman administers the formal complaints process pursuant to P.L. 94-142 and provides optional mediation services to parents seeking to resolve differences with the school system regarding the provision of special education programs and services to handicapped students.

Accountability:

All divisions and departments within the Office are responsible for some aspect of the monitoring process. During SY 1985-86, two types of monitoring will be done: process monitoring and program monitoring. Process monitoring will 1) determine to what extent the processes used in carrying out divisional activities and tasks are consistent with the Rules of the Board of Education, directives of the Superintendent, federal and other legislative regulations, and school system operating procedures, and 2) contribute to the achievement of the stated goals and objectives of the school system. When and where necessary, this monitoring process includes the identification of problems or possible audit exceptions, and recommendations of alternative strategies of corrective action necessary to achieve the objectives and/or maintain compliance.

Program monitoring will consist of the development of a system to determine whether critical tasks related to the objectives stated in this plan are being performed within the context of quality program formulation and timelines in order that division objectives can be achieved according to specification. Program monitoring at the office level relates to the broad programs designed to carry out the major goals and objectives of the Office. At the operational level, the monitoring is the responsibility of divisions/departments which are accountable for their respective programs.

Each division and department is responsible for the internal evaluation of its subordinate sections and units. The process to be employed is that which is generally stated in the DCPS evaluation model. In essence utilizing the discrepancy model approach, each division will determine its intended/planned inputs (resources), processes and outputs for each objective and compare them with the actual or observed inputs, processes and outputs for each respective objective. An analysis of the output data will determine the extent to which stated objectives were met and the goals achieved. The data will include statements of achievement, relationships

Accountability (continued):

between the discrepancy/agreement, reports and observed outputs, conclusions which can be drawn, and implications of the finding after all the data is analyzed. The data will be used for decision making and for planning future programs.

New/Revised Policy Considerations:

None

OFFICE OF MANAGEMENT SERVICES

Education Plan, SY 1985-86

OFFICE: Office of Management Services

DATE APPROVED BY SUPERINTENDENT: July 31, 1985

ACCOUNTABLE OFFICER: Dr. James T. Brown

APPROVED: [signature]

Mission Statement:

The OFFICE OF MANAGEMENT SERVICES plans, directs, coordinates, monitors and evaluates major operational functions which support the educational programs of the District of Columbia Public Schools. This mission is addressed in accordance with efficient and effective administrative practices and procedures, Rules of the Board of Education, and regulations of the District and Federal Governments.

280

Functions:

The EXECUTIVE OFFICE provides leadership and direction for effective implementation of systemwide financial and business management policies, procedures and activities. The Office has responsibility for the following functions: financial management endeavors, budgetary activities involving formulation and execution of annual operating and capital budgets, monitoring the annual acquisition of federal funds and other financial resources available for support of the educational programs, custodial operations and maintenance of facilities, technical assistance for major plant renovations and new construction, supervision and coordination of personnel functions, comprehensive data processing programs, printing and reproduction services, food services program, procurement and warehousing of equipment and supplies, transportation of students, distribution of materials and supplies, and mail deliveries.

The DIVISION OF FINANCE is responsible for establishing and maintaining a system of internal accounting control. The objectives of the system are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss or unauthorized use, and that transactions are executed in accordance with management's authorization and are recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. The Financial Analysis Branch generates financial forecasts; prepares monthly analysis reports; maintains a cash flow management program; and, coordinates with the District for the preparation of a Comprehensive Annual Financial Report (CAFR). The Fund Control and Audit Branch validates the availability of authority prior to the obligations and disbursements of funds in the

Functions (continued):

Financial Management System. The Payroll Branch processes the time and attendance certification reports in order to generate compensation checks to all employees.

To accomplish the responsibilities of the 3UDGET DIVISION, six ongoing activities are employed. These include budget formulation, budget control and monitoring, budget implementation and modification, economic forecasting and co-related program planning, information analysis and research, and information dissemination. The Division has the responsibility for budget development and allotment control for all appropriated and non-appropriated funds. This responsibility includes the development of both revenue and expenditure estimates, preparation of statistical and justification documents, preparation of support material for legislative testimony, preparation of supplemental data, issuance of control allotments, approval of budget changes and other associated budgetary tasks.

The DIVISION OF BUILDINGS AND GROUNDS has the responsibility for directing, coordinating, monitoring, evaluating and establishing maintenance and repair and improvement programs for 199 facilities. The Division is composed of nine branches: Repairs and Improvements, Regional Facility Managers, Fixed Equipment, Grounds, Technical Assistance, Production Control, Contracts and Procurement, Information Systems, and Architectural and Engineering.

The DIVISION OF HUMAN RESOURCE MANAGEMENT has the responsibility for 1) formulating and recommending personnel management policies and procedures; 2) planning and establishing programs to carry out personnel management functions; 3) assigning responsibilities and exercising supervision over personnel activities under several different pay systems and classification criteria; 4) building and maintaining cooperative relationships with employee organizations; 5) evaluating effectiveness, results and employee performance; and, 6) developing personnel programs to promote employee morale and motivation.

Functions (continued):

In the DIVISION OF INFORMATION RESOURCE MANAGEMENT, the Educational Support Unit is responsible for developing and managing information systems for student registration, student assessment and other student services resources of the school system. The Resource Management Unit is responsible for developing and managing information systems for personnel, facility, materiel and financial resources of the school system. The Planning, Project Control and Office Automation Unit is responsible for strategic and short range planning, developing standards, monitoring project status and providing oversight for word processing functions. The Operations Support Unit is responsible for operating all non-instructional computer hardware, monitoring the security and safety of the hardware, monitoring hardware and software utilization, providing access to data communications equipment and protocols, and ensuring that communications and processing hardware and software are operating effectively and efficiently.

In the DIVISION OF LOGISTICAL SUPPORT, the Procurement Branch is responsible for the management of all public school procurement activities, including negotiated services and contracts for construction services; the Supply Management Branch is responsible for providing management direction for the repair of all movable equipment, the transport of pupil lunches, distribution and warehousing of supplies and equipment, reproduction and clerical services for the central administration and the schools, systemwide mail services, and property accountability; the Food Services Unit is responsible for providing breakfast and lunches for elementary needy pupils, the operation of all cafeterias and kitchens, the free milk program and the distribution of surplus commodities; and, the Transportation Unit is responsible for the transport of handicapped children, the movement of students between comprehensive high schools and career centers, field and athletic trips, and for transportation services in support of adminstrative requirements.

Accountability:

The EXECUTIVE OFFICE will monitor divisions individually and collectively. The monitoring process includes the institution of a management oversight and review model to improve efficiency and effectiveness.

In the DIVISION OF FINANCE, a statistical sampling of monthly payments will test the time period between invoice and payment dates. The Division will interact with the Divisions of Information Resource Management and Human Resource Management to design an applicable software package for the Resource Management and Control Information System (REMCIS).

The procedures to be employed in the Budget Division to monitor the annual plan will evolve around three major activities: 1) the inclusion of the major tasks as a part of the annual calendar for the Budget Division; 2) the incorporation of appropriate critical tasks as a part of staff ongoing responsibility assignments; and, 3) the submission of monthly reports by staff members and the assessments obtained from the semi-annual evaluation session. The progress, problems and strengths of the Division will be periodically assessed so that any corrective action can be identified and implemented.

In the DIVISION OF INFORMATION RESOURCE MANAGEMENT, quarterly reports will be used to monitor current status and forecast progress for subsequent quarters. Changes in schedules, milestone priorities, and resource utilization will be included. Problem areas will be presented in a timely fashion with recommendations before they become critical issues. Periodic informal user meetings will be conducted to ensure adherence to design specifications and to provide user feedback. These periodic peer reviews will be used to assess the achievement of stated objectives.

In the DIVISION OF LOGISTICAL SUPPORT, monitoring of major activities will be undertaken and various processes will be automated. The assumption of increased responsibilities will require step-by-step analysis of functional tasks until transitions are complete. The broad procedural applications, especially those that involve other divisions, must receive strong oversight review and enhancements to ensure success of each endeavor.

OFFICE: Office of Management Services

Accountability (continued):

The Director and the Facility Managers Branch within the DIVISION OF BUILDING AND GROUNDS will continue to address issues and recommendations made by community groups and the Board.

In the DIVISION OF HUMAN RESOURCE MANAGEMENT, a formative monitoring procedure has been implemented to ensure the attainment of each objective. A calendar containing each phase will be developed and monitored for progress. A written schedule of projected activities will be maintained by the activity supervisor. A master plan, along with authority to revise or change the schedule will remain under the Director's control. Weekly management sessions will be conducted by each activity group to analyze progress. Reviews, feedback, ideas, solutions and alternatives will be placed in a weekly written report for referral by staff. Information from the weekly analysis reports will be extracted and condensed for monthly reports.

During the multi-year planning period, written plans and objectives for evaluation of divisional operations will be developed. The EXECUTIVE OFFICE will establish these as documented references.

In the DIVISION OF FINANCE there will be a random sampling of fifty documents per month. The purpose is to test whether the Payment Section is taking advantage of time discounts. Furthermore, the Teacher Buy-Back Sick Leave Plan will be administered on an ongoing basis. Timeliness in generation and production of monthly financial reports will also be measured.

The BUDGET DIVISION will evaluate its progress toward the implementation of the annual plan by reviewing the indicators that support the critical tasks. This evaluation will move beyond noting that the task was completed, to assessing the degree of effectiveness of the activity on the appropriate user group. To accomplish this, staff will evaluate the effectiveness of training, internal communications, staff assignment etc., and other offices will be asked to evaluate the effectiveness of revised directives, semi-annual budget review sessions, technical assistance, etc.

Accountability (continued):

In the DIVISION OF LOGISTICAL SUPPORT, evaluations are conducted to provide for end result analysis and the adequacy of inter-related activities with other divisions. Top level assessments are required to determine adequacy of operational applications and success in the attainment of long range and intermediate objectives.

In the DIVISION OF INFORMATION RESOURCE MANAGEMENT, users, peers, senior executives and other interested personnel will be requested to review projects, to report deficiency and efficiency matters and to compare financial deliverables with original specifications. Division staff will be apprised of these results so that improved methods can be implemented for future projects. The Director and appropriate staff will review report findings and recommendations and initiate corrective measures as appropriate.

In the DIVISION OF HUMAN RESOURCE MANAGEMENT, evaluations will be based upon the following criteria: actual degree of attainment of objectives and tasks, timeliness in completing each activity, evidence of continuous implementation, and quality and timeliness of reports.

New/Revised Policy Considerations:

That a policy governing the confidentiality of computerized data be developed.

That new guidelines and policies regarding the scope of transportation services provided by the school system be established.

MAJOR AREAS OF RESPONSIBILITY

Major Areas of Responsibility

The Comprehensive Multi-Year Education Plan for SY 1983-87, sets forth the Superintendent's General Statement of Long Range Objectives, commonly known as SGO's. Thirty-one (31) SGO's in five categories -- Instruction, Management Improvement, Planning, Quality Assurance, Resource Development, and Community Relations/Board of Education -- were established by the Superintendent in 1982 and addressed by appropriate offices in the Multi-Year Plan and annual updates.

The reference numbers across the top of the Major Areas of Responsibility Chart refer to the Superintendent's General Statement of Long Range Objectives which may be found in their entirety in the section of this Plan entitled "Context for Educational Planning." The Chart shows the major areas of responsibility by office including responsibilities reassigned due to realignment in central administration. This chart also depicts interrelationships or areas of interface, i.e. those areas of mutual acceptance of responsibilities for achieving the Superintendent's General Objectives.

MAJOR AREAS OF RESPONSIBILITY

-- Chart --

OFFICE	SUPERINTENDENT'S GENERAL OBJECTIVES REFERENCE NUMBER																													
	I.A	I.B	I.C	I.D	I.E	I.F	I.G	I.H	II.A	II.B	II.C	II.D	II.E	II.F	II.G	III.A	III.B	III.C	IV.A	IV.B	IV.C	V.D	V.A	V.B	V.C	V.D	V.E	V.F	VI.A	VI.B	VI.C
Office of the Superintendent	●	●			●	●					●	●			●	●	●	●	●	●	●	●	●	●			●	●	●	●	●
Office of the Deputy Superintendent	●	●	●	●	●	●	●	●						●		●		●			●							●	●	●	●
Office of Instruction	●	●	●	●	●	●	●	●								●	●	●						●	●		●	●	●	●	●
Office of Management Services									●	●		*	●	*		●		●		●			●			●		●	●	●	●
Office for Special Services and State Affairs	●	●	●					●	●							●		●					●		*			●	●	●	●

Reference Number Guide

Instruction
I.A, I.B, I.C, I.D, I.E, I.F, I.G, I.H

Management Improvement
II.A, II.B, II.C, II.D, II.E, II.G

Planning
III.A, III.B, III.C

Quality Assurance
IV.A, IV.B, IV.C, IV.D

Resource Development
V.A, V.B, V.C, V.D, V.E, V.F

Community Relations/Board of Education
VI.A, VI.B, VI.C

Legend

● Major responsibility

* Responsibilities reassigned due to realignment in central administration.

Prepared by
Division of Program Development and Planning
July 1985

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

INSTRUCTION

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1A: Within the availability of resources, and based upon the evaluations conducted by the University of the District of Columbia and the National Institute of Education, the Superintendent will modify and strengthen the implementation of the Competency-Based Curriculum and Student Progress Plan.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1A	Superintendent	**MODIFY AND STRENGTHEN THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM AND STUDENT PROGRESS PLAN.**		
1A01		Direct the development of a comprehensive program of study for grades 9-12.		→
1A02		Direct the development of an improved instructional delivery system at all instructional levels.		→
1A03		Provide direction to the expansion of staff development opportunities for teachers and administrators.		→
1A04		Direct the implementation and evaluation of the Competency-Based Curriculum and Student Progress Plan.		→
1A	Deputy Superintendent	**IMPLEMENT THE COMPETENCY-BASED CURRICULUM IN ALL SCHOOLS.**		
1A01		Refine the instructional delivery model for both the elementary and secondary levels to assure the most effective utilization of all available resources.		→
1A02		Maintain the Student Progress Plan on the elementary level.		→
1A03		Implement the secondary component of the Student Progress Plan.		→
1A04		Participate in the refinement of CBC in the following areas: curriculum, assessment, program practices and staff development.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1A05		Develop and implement programs in Adult and Community Education and alternative programs for out-of-school youth and adults to augment regular instruction.		→
1A02	Deputy Superintendent	**PROVIDE TECHNICAL ASSISTANCE TO LOCAL SECONDARY SCHOOLS IN THE DEVELOPMENT OF SELF-IMPROVEMENT PLANS.**		
1A06		Develop guidelines for the organization and operation of local secondary school improvement teams.	→	
1A07		Monitor progress of strategic system improvement plans.		→
1A08		Establish a data base to assist local secondary schools with their self-improvement plans.	→	
1A09		Oversee implementation of SSPP and the use of CBC on the secondary level.		→
1A	Instruction	**PROVIDE TECHNICAL ASSISTANCE IN THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM AND THE STUDENT PROGRESS PLAN AT THE ELEMENTARY LEVEL.**		
1A01		Modify, revise and refine classroom management and assessment materials needed for implementation of CBC and SPP on the elementary level.		→
1A02		Continue implementation of an automated instructional management system for reading and mathematics in grades 1-6.		→
1A03		Develop and disseminate early childhood curriculum.	→	

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1A#2	Instruction	**DEVELOP SUBJECT-AREA PROGRAMS ON THE SECONDARY LEVEL (7-12) TO ENABLE STUDENTS TO MEET COMPETENCY EXPECTATIONS AND GRADUATION REQUIREMENTS.**		
1A04		Extend curriculum development for required courses and electives in junior high schools.	→	
1A#3	Instruction	**PROVIDE LEADERSHIP AND TECHNICAL ASSISTANCE FOR THE DESIGN AND IMPLEMENTATION OF REVISED STANDARDS FOR GRADING AND PROMOTION ON THE SECONDARY LEVEL.**		
1A05		Establish and expand course standards to include all subject-area offerings.		→
1A06		Provide technical assistance in the implementation of the Secondary Student Progress Plan.		→
1A	Special Services and State Affairs	**PROVIDE A CONTINUUM OF PROGRAMS AND SERVICES TO MEET THE NEEDS OF ADULTS, OUT-OF-SCHOOL YOUTH, HANDICAPPED STUDENTS AND YOUTH IN NEED OF SPECIALIZED EDUCATIONAL PROGRAMS AND SUPPORTIVE SERVICES.**		
1A01		Develop and implement special educational programs to meet the identified needs of handicapped students in the least restrictive environment appropriate.	→	

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
1A02		Implement and monitor the service delivery system to identify and place students needing specialized educational programs and services.		➡
1A03		Establish and implement a specialized automated data retrieval system to meet the federal requirements for special education.		➡
1A04		Monitor implementation of procedures for the certification and completion of, or graduation from, special education programs for handicapped students.		➡

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1B: **Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading, language arts, mathematics, science, social studies, and the arts.**

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
1B	**Superintendent**	**INCREASE STUDENT PERFORMANCE IN READING, LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND THE ARTS.**		
1B01		Direct the effective utilization of resources to improve academic achievement of students.		→
1B02		Provide leadership in the development and implementation of high quality educational programs and services.		→
1B03		Promote the use of research findings in meeting the needs of students.		→
1B	**Deputy Superintendent**	**INCREASE STUDENT PERFORMANCE IN READING, LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND THE ARTS.**		
1B01		Develop and implement plans for improved student achievement at the elementary and secondary levels.		→
1B02		Direct and coordinate the development of programs and support services to meet the needs of students.		→
1B03		Monitor the use of prescribed curriculum materials and programs designed to improve student performance.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1B: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1B#2	**Deputy Superintendent**	**ENSURE SUPPORT FOR INSTRUCTION THROUGH THE PROVISION OF APPROPRIATE STUDENT SERVICES.**		
1B04		Direct and coordinate the development of regional/divisional programs and services to meet the needs of students.		→
1B05		Develop and implement plans for improved attendance and truancy/dropout prevention.	→	
1B06		Strengthen the delivery of a comprehensive, developmental counseling program, Pre-K through 12.	→	
1B07		Implement a student affairs model for the delivery of extra- and co-curricular programs and services consistent with CBC, SPP and SSPP.	→	
1B	**Instruction**	**PROVIDE CURRICULUM GUIDELINES, SUPPORT AND MATERIALS TO PROMOTE STUDENT ACADEMIC ACHIEVEMENT IN GRADES K-12.**		
1B01		Provide basic curriculum documents for subject area instruction.		→
1B02		Direct the development of library and media support towards effective instruction and assessment.		→
1B03		Provide supervisory support for classroom instruction as described in the Comprehensive Model for Instructional Supervision.		→
1B04		Provide staff development for the effective use of curriculum and management of instruction in the subject areas.		→

Superintendent's General Objective (SGO) 1B: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1B05		Recommend textbooks, computer software, instructional materials, equipment, facilities and supply standards appropriate for specific subject areas.		➡
1B#2	Instruction	**CONTRIBUTE TO AN INCREASE IN STUDENT PERFORMANCE IN READING, LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND THE ARTS THROUGH SPECIALIZED PROGRAMS AND TEACHER TRAINING.**		
1B06		Develop/adapt and coordinate the implementation of exemplary programs and practices which will improve student performance.		➡
1B07		Provide technical assistance to local schools to develop/adapt exemplary programs which improve student performance.		➡
1B08		Coordinate the implementation of IJHSI.		➡
1B09		Provide additional training for teachers and supervisors in techniques to increase student's ALT and reduce off-task activities in the classroom.		➡
1B	Special Services and State Affairs	**PROVIDE EDUCATIONAL SUPPORT SERVICES, INCLUDING COMPUTER ASSISTED INSTRUCTION, WHICH WILL ASSIST IN THE IMPROVEMENT OF STUDENT ACHIEVEMENT.**		
1B01		Modify and implement a system for the utilization of psychology and social work services to focus on prevention and intervention.		➡
1B02		Implement an in-service training program that will support and improve computer assistance in instructional programs for the handicapped.		➡

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1C: Within the availability of resources, the Superintendent will ensure the provision of specialized instructional services for bilingual, gifted and talented, and special education students, and adults.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1C	Deputy Superintendent	**ENSURE THE PROVISION OF SPECIALIZED INSTRUCTIONAL SERVICES FOR ADULT, BILINGUAL, THE GIFTED AND TALENTED, AND SPECIAL EDUCATION STUDENTS.**		
1C01		Upgrade and expand instructional programs and services for adult, bilingual, gifted and talented, and special education students.		→
1C02		Ensure effective articulation and integration of programs between and among regions and divisions.		→
1C03		Ensure the provision of appropriate individualized special education programs for identified handicapped students.		→
1C	Instruction	**DIRECT AND MONITOR SPECIAL PROGRAMS FOR THE GIFTED AND TALENTED, THE MODEL ACADEMIC HIGH SCHOOL, THE DUKE ELLINGTON SCHOOL OF THE ARTS AND OTHER IDENTIFIED GROUPS.**		
1C01		Implement a comprehensive academic program for grades 9-12 at the Banneker Academic High School.		→
1C02		Implement a comprehensive arts training program with a complete college preparatory academic component.		→
1C03		Develop, direct and monitor gifted and talented programs in grades K-12.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1C: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1C04		Direct and monitor the junior high school Basic Skills Center Program.		→
1C05		Direct and monitor the Degrees of Reading Power Program.		→
1C06		Direct and monitor the Success in Reading and Writing Program.		→
1C07		Direct and monitor the field-service placement of prospective teachers.		→
1C08		Direct and monitor special projects - Emeritus Teachers, Embassy Adoption, Supervisory Support for Teachers, and District Facilitator Projects.		→
1C09		Direct and monitor the IBM Writing-to-Read National Marketing Project.		→
1C10		Direct and monitor the IBM Writing-to-Read Project.		→
1C11		Direct and monitor the National Urban League/Xerox Grant Project.		→
1C	Special Services and State Affairs	**PROVIDE TECHNICAL ASSISTANCE TO THE REGIONS IN THE DEVELOPMENT OF PROGRAMS AND SERVICES FOR HANDICAPPED STUDENTS.**		
1C01		Establish (and expand) special education programs in the local schools through a special education partnership program.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1D: **Within available resources, the Superintendent will direct the development and application of technology to the solution of problems related to the improvement of classroom instruction and classroom management.**

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1D	Deputy Superintendent	**IMPROVE CLASSROOM INSTRUCTION AND MANAGEMENT THROUGH THE APPLICATION OF TECHNOLOGY.**		
1D01		Develop and implement plans for using technology to solve instructional and managerial problems.	→	
1D02		Implement the guidelines developed for the Computer Literacy Program.		→
1D	Instruction	**DIRECT THE DEVELOPMENT AND APPLICATION OF TECHNOLOGY TO THE SOLUTION OF PROBLEMS RELATED TO THE IMPROVEMENT OF CLASSROOM INSTRUCTION AND CLASSROOM MANAGEMENT.**		
1D01		Plan, implement and coordinate citywide staff development activities for EG, ET, WB, WG, ES and DS employees based on system objectives and needs.		→
1D02		Plan for the effective integration of computer experiences for students into existing subject-area programs.		→
1D03		Select/develop computer software for use in subject-area programs.		→
1D04		Facilitate the selection and installation of technology for instruction, classroom management, administration and communication purposes.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1D: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1D05		Provide technical assistance on educational technology to major offices, individuals, operating units and other identified groups.		→
1D06		Coordinate the Network for Instructional Television Project.	→	
1D07		Establish a five year plan for Educational Technology.	→	

306

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1E: Utilizing feedback on the current grade organizational structure, building base data and trends operational analysis, the Superintendent will direct a study of the school system's grade organization and the development of appropriate recommendations.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
1E	Deputy Superintendent	CONTRIBUTE TO THE DEVELOPMENT OF APPROPRIATE RECOMMENDATIONS ON GRADE LEVEL ORGANIZATION OF SCHOOLS.		
1E01		Provide input and information for the development of a school organization plan.		➡

307

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1F: **Through established partnerships with the private sector, designed to complement existing academic programs, the Superintendent will improve educational and career options for secondary school students.**

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1F	Superintendent	PROVIDE LEADERSHIP AND SUPPORT FOR PUBLIC/PRIVATE PARTNERSHIPS TO IMPROVE EDUCATIONAL AND CAREER OPTIONS FOR SECONDARY SCHOOL STUDENTS.		
1F01		Establish and maintain working relationships with the private sector.		→
1F02		Promote expanded support from the private sector and state and federal governments for public/private initiatives.		→
1F03		Direct the refinement of public/private partnerships based upon evaluation results.		→
1F	Deputy Superintendent	IMPROVE EDUCATIONAL AND CAREER OPTIONS FOR SECONDARY SCHOOL STUDENTS.		
1F01		Implement the partnership programs.		→
1F02		Collaborate on a plan to increase the number of secondary students who seek career options.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General
Objective (SGO) 1F: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
1F	Instruction	IMPROVE EDUCATIONAL AND CAREER OPTIONS FOR SECONDARY SCHOOL STUDENTS THROUGH ESTABLISHED PARTNERSHIPS WITH THE PRIVATE SECTOR, DESIGNED TO COMPLEMENT EXISTING ACADEMIC PROGRAMS.		
1F01		Provide coordination and assistance in the technical development and implementation of public/private partnership programs.		→
1F02		Coordinate and design with the Division of Quality Assurance and Management Planning a MIS system to monitor and assess program progress and related activities.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1G: Based upon the overall goals and objectives of career development, and the completion of the modernization of Career Development Centers, the Superintendent will direct the transition from traditional vocational programs and facilities to a comprehensive career development program.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1G	Deputy Superintendent	FACILITATE THE TRANSITION FROM TRADITIONAL PROGRAMS AND BUILDINGS TO A COMPREHENSIVE CAREER PROGRAM.		
1G01		Expand the range of offerings to students in the areas identified in the Comprehensive Plan for the National Capital.		→
1G02		Implement a support plan for staff development.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 1H: Considering the need for effective supervision, the Superintendent will strengthen instructional supervision.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
1H	Deputy Superintendent	**STRENGTHEN INSTRUCTIONAL SUPERVISION AT THE REGIONAL AND LOCAL SCHOOL LEVELS.**		
1H01		Adhere to the guidelines established in the Comprehensive Model for Instructional Supervision.		→
1H02		Provide support for teachers in accordance with the guidelines outlined in CMIS.		→
1H	Special Services and State Affairs	**IMPLEMENT PROGRAMS AND PRACTICES THAT WILL STRENGTHEN INSTRUCTIONAL SUPERVISION.**		
1H01		Develop/refine/implement office plans that will strengthen instructional supervision.		→
1H02		Provide leadership for the implementation of divisional and departmental plans.		→

MANAGEMENT IMPROVEMENT

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2A: **In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as procurement, financial reporting, federal programs and, initiate new efforts to increase energy conservation, reduce paperwork, and improve professional development opportunities.**

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2A	Superintendent	**IMPROVE THE OPERATING EFFICIENCY IN THE OFFICE OF THE SUPERINTENDENT.**		
2A01		Develop and refine internal administrative procedures.		→
2A02		Develop and refine external user procedures.		→
2A03		Provide training for appropriate staff in identified areas.		→
2A04		Develop a financial data base from which appropriate financial reports can be extracted electronically.		→
2A05		Expand internal auditing capability for enhancing controls and for determining compliance with established policies and practices.		→
2A	Deputy Superintendent	**DIRECT THE IMPLEMENTATION OF APPROPRIATE ENERGY CONSERVATION MEASURES.**		
2A01		Coordinate with OMS on the implementation of energy conservation measures.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
2A	**Special Services and State Affairs**	**PROVIDE A GRANTS PLANNING AND MANAGEMENT PROCESS TO SUPPORT A COMPREHENSIVE EDUCATION AND SERVICE DELIVERY SYSTEM THROUGH THE COORDINATION AND INTEGRATION OF FEDERAL FUNDS IN THE BUDGET PROCESS.**		
2A01		Establish and implement a grantsmanship program to provide notice of funds available and federal RFP's, and to provide technical assistance.		➡
2A	**Management Services**	**IMPROVE THE OPERATING EFFICIENCY IN THE OFFICE OF MANAGEMENT SERVICES.**		
2A01		Develop and refine internal admininistrative procedures.	➡	
2A02		Develop and refine external user procedures.	➡	
2A03		Provide training for appropriate staff in identified areas.		➡
2A04		Design and implement on-line certification for time and attendance.	➡	
2A05		Develop a financial data base from which appropriate financial reports can be extracted electronically.	➡	
2A06		Establish and maintain inventory and fixed asset accounting systems.	➡	

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2A07		Certify and return floaters in offices and schools so as to capitalize on time discounts.		→
2A08		Prepare and administer process for handling teacher buy-back sick leave plan.		→
2A09		Expand internal auditing capability for enhancing controls and for determining compliance with established policies and practices.		→
2A10		Reduce paperwork through the development and implementation of a coordinated, streamlined, uniform reporting system.		→
2A11		Evaluate energy consumption at each school and establish appropriate conservation measures in line with established annual energy targets.		→
2A12		Consolidate automated supply management activities.		→
2A13		Determine requirements and develop electronic purchasing process.	→	
2A14		Analyze transportation requirements and driver training with respect to energy conservation.		→
2A15		Improve Food Services activities by increasing participation of parents and students in menu planning.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2A16		Establish production center to produce bread, pastries, and pre-plated meals now on contract to commercial vendors.	➡	
2A17		Update standards for manpower utilization in warehousing, distribution and cafeteria operations.		➡

318

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2B: Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2B	Management Services	**DEVELOP A COMPREHENSIVE PLAN FOR THE COLLECTION, PROCESSING AND MANAGEMENT OF EDUCATIONAL AND ADMINISTRATIVE SUPPORT DATA INTO A COMPUTER-BASED MANAGEMENT INFORMATION SYSTEM (MIS).**		
2B01		Conduct a thorough survey of data needs in major offices by reviewing current methods for collection, processing and management of data.		→
2B02		Develop a comprehensive plan which includes the data needs and resources to implement a computer-based management information system.	→	
2B03		Implement applications in the Resource Management Control Information Subsystem (REMCIS) under the MIS.		→
2B04		Implement applications in the Student Unified Management Subsystem (SUMS) under the MIS.		→
2B05		Implement applications in the Automated Logistics Management Subsystem (ALMS) under the MIS.		→
2B06		Develop a plan for the integration of subsystems into a comprehensive MIS.	→	

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2B: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
2B07		Establish standards for the acquisition, implementation and maintenance of hardware/software, through the Data Processing Steering Committee.	➡	
2B08		Implement a plan for the integration of office automation, records management, decision support systems and other DIRM functions.	➡	

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2C: In accordance with the guidelines of the Board of Education, the Superintendent will administer current labor-management agreements and direct the negotiation of their renewal.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
2C	Superintendent	ADMINISTER CURRENT LABOR-MANAGEMENT AGREEMENTS AND DIRECT THE NEGOTIATION OF THEIR RENEWAL.		
2C01		Maintain good labor-management relations.		→
2C02		Develop/maintain compensation data base and other computer programs to assist in negotiations.		→
2C03		Seek the involvement and support of the community in contract negotiations.		→
2C04		Prepare for and complete contract negotiations.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2D: Under the direction and leadership of the Superintendent, management analysis services will be provided to offices, divisions, and regions to increase the efficiency and effectiveness of selected programs and operations.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2D	Superintendent	INCREASE EFFECTIVENESS AND PRODUCTIVITY OF SELECTED PROGRAMS AND OPERATIONS.		
2D01		Initiate internal audits of management and fiscal operations.	→	
2D02		Study management operations and recommend improvements.		→
2D	Deputy Superintendent	INCREASE EFFECTIVENESS AND PRODUCTIVITY OF SELECTED PROGRAMS AND OPERATIONS.		
2D01		Utilize in-house information sources such as warehouse catalogues for ordering supplies and materials.		→
2D02		Coordinate with OMS to improve inventory management system.		→
2D03		Coordinate with OMS to update classroom standards.		→
2D	Instruction	COORDINATE WITH THE OFFICE OF MANAGEMENT SERVICES TO IMPROVE THE ORDERING OF SUPPLIES AND MATERIALS AND TO UPDATE CLASSROOM STANDARDS.		
2D01		Increase the use of in-house information sources in ordering supplies and materials.		→
2D02		Cooperate with OMS and ODS to modernize classrooms in accordance with national standards.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2D: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2D	**Management Services**	**INCREASE EFFECTIVENESS AND PRODUCTIVITY OF SELECTED PROGRAMS AND OPERATIONS.**		
2D01		Initiate internal audits of management and fiscal operations.		→
2D02		Study management operations and recommend improvements.		→
2D03		Design program whereby term contracts are sent initially to regional business managers and to the local schools.		→
2D04		Coordinate with educational program officers to ensure review of warehouse catalogues.		→
2D05		Improve supply receipt system.		→
2D06		Complete funding for the reclassification of personnel in the transportation section.	→	
2D07		Implement a pilot program, enabling school sites or divisions to request supplies electronically from the Division of Logistical Support.	→	
2D08		Complete Division of Logistical Support reorganization in accordance with various management studies.	→	
2D09		Improve the inventory management system so that physical inventory can be affected on an annual basis through coordinated efforts with schools and regional offices.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2D: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
2D10		Update classroom standards in conjuncton with the Office of Instruction and the Office of the Deputy Superintendent.		➡
2D11		Revise procurement regulations and procedures.		➡
2D12		Revise checklists for school opening packages.		➡
2D13		Implement procedures to control the flow of supply requests.		➡

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2E: Within available resources, the Superintendent will improve the maintenance of school properties through increasing the efficiency of maintenance and repair operations.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2E	Management Services	IMPLEMENT A COMPREHENSIVE PROGRAM FOR IMPROVING REPAIR AND MAINTENANCE OPERATIONS.		
2E01		Complete the staffing of the Repairs and Improvement Branch.		→
2E02		Eliminate the backlog of essential maintenance.	→	
2E03		Establish and maintain warehouse of required maintenance items.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 2F: Recognizing the necessity for an environment conducive to learning, and within available resources, the Superintendent will upgrade the provisions for safety and security.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
2F	Deputy Superintendent	RECOGNIZING THE NECESSITY FOR AN ENVIRONMENT CONDUCIVE TO LEARNING, THE DEPUTY SUPERINTENDENT WILL UPGRADE THE PROVISIONS FOR SAFETY AND SECURITY.		
2F01		Develop, implement and monitor safety and security awareness programs.		➡
2F02		Reduce crime, violence, and vandalism in schools.		➡
2F03		Implement study recommendations.		➡
2F	Management Services	RESPOND PROMPTLY TO REDUCE HAZARDS TO STUDENTS AND STAFF.		
2F01		Continue to take effective action to reduce the level of safety hazards on school grounds and in school buildings.		➡
2F02		Improve driver skills and knowledge of safety measures for assigned and user drivers.		➡

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 26: Taking into account changes required by the advent of new technologies, methodologies, and limited financial resources, the Superintendent will examine the organizational structure of the central administration and modify, realign and/or reorganize as required.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
26	Superintendent	IMPLEMENT MODIFICATIONS, REALIGNMENTS AND/OR REORGANIZATION OF THE CENTRAL ADMINISTRATION.		
2G01		Initiate necessary modifications, realignments and/or reorganization of central administration.		→

PLANNING

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 3A: Using available staff and resources, the Superintendent will design and implement a comprehensive multi-year plan for SY 1983-87 (including a facilities plan) from which a one year Comprehensive Education Plan will be extracted.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
3A	**Superintendent**	**PREPARE AND IMPLEMENT A COMPREHENSIVE MULTI-YEAR PLAN FOR SY 1983-87 FROM WHICH AN ANNUAL EDUCATION PLAN CAN BE EXTRACTED.**		
3A01		Update Multi-Year Plan with an Annual Education Plan.		→
3A02		Develop student membership projections.		→
3A03		Prepare and disseminate statistical evaluation reports on students, programs and services.		→
3A04		Provide information on societal directions which impact on student curricular programs.		→
3A05		Provide supportive data for budget justification.		→
3A	**Deputy Superintendent**	**OUTLINE AND IMPLEMENT A COMPREHENSIVE MULTI-YEAR PLAN FOR SY 1983-87 FROM WHICH AN ANNUAL EDUCATION PLAN CAN BE EXTRACTED.**		
3A01		Prepare and submit an annual update to the Multi-Year Plan.		→
3A	**Instruction**	**DEVELOP AND IMPLEMENT A COMPREHENSIVE MULTI-YEAR PLAN FOR SY 1983-87 FROM WHICH AN ANNUAL EDUCATIONAL PLAN CAN BE EXTRACTED.**		
3A01		Revise/Modify/Refine Planning Process.		→
3A02		In cooperation with the major offices, update the multi-year plan for SY 1986-87.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 3A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
3A#2	**Instruction**	**DESIGN A MULTI-YEAR PLAN FOR SY 1988-92, AND UPDATE THE MULTI-YEAR PLAN ON AN ANNUAL BASIS.**		
3A01		Implement a systemwide needs assessment to serve as the basis for long range planning.	→	
3A02		Coordinate the development of a long range and intermediate objective network among the major offices for SY 1988-92.		→
3A03		Provide technical assistance to major offices in plan development.		→
3A04		Develop a multi-year plan for SY 1988-92.		→
3A#3	**Instruction**	**DEVELOP A LONG-TERM FACILITIES PLAN FROM WHICH AN ANNUAL FACILITIES PLAN WILL BE EXTRACTED.**		
3A03		Outline a time frame and plan which will lead to the publication of a framework for a draft comprehensive master facilities plan.		→
3A04		Document the utilization of each school building in a manner which may be updated annually via exception reporting.		→
3A05		Maintain and appropriately expand building base data in support of long-term facilities planning and space management.		
3A06		Redefine the capacity of all school buildings according to a documented formula and illustrated in a plan as a part of building base data.		→

Superintendent's General Objective (SGO) 3A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
3A07		Resolve policy considerations and requirements on issues which have direct bearing on facility utilization and planning.		➡
3A08		Develop cluster planning as a major component of the facilities planning process.		➡
3A	**Special Services and State Affairs**	**PREPARE AND IMPLEMENT A COMPREHENSIVE MULTI-YEAR PLAN FOR SY 1983-87 FROM WHICH AN ANNUAL EDUCATION PLAN CAN BE EXTRACTED.**		
3A01		Prepare and submit to the Department of Education a comprehensive three-year program plan for the education of the handicapped.		➡
3A	**Management Services**	**DEVELOP A MULTI-YEAR PLAN FOR SY 1983-87 FROM WHICH AN ANNUAL EDUCATION PLAN CAN BE EXTRACTED.**		
3A01		Obtain from each division a multi-year plan which reflects its goals and objectives.		➡
3A02		Develop and implement procedures for reviewing management programs.		➡
3A03		Conduct audits based on objectives identified in the multi-year plan(s).		➡
3A04		Synthesize divisional plans into one multi-year plan for the office.		➡
3A05		Evaluate accomplishments of plans from previous year(s) and modify subsequent plans accordingly.		➡

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 3B: Using available staff and resources, the Superintendent will design and establish public/private partnerships.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
3B	Superintendent	DESIGN AND ESTABLISH PUBLIC/PRIVATE PARTNERSHIPS.		
3B01		Negotiate public/private agreements in priority areas.		➡
3B	Instruction	DESIGN AND ESTABLISH PUBLIC/PRIVATE PARTNERSHIPS.		
3B01		With the Office of the Superintendent and designated program sites, coordinate the planning and development to design new public/private programs.		➡

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 3C: In accordance with the Rules of the Board of Education, the Superintendent will develop annual budgeting plans for the multi-year planning period, SY 1983-87.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
3C	Superintendent	**DEVELOP AN ANNUAL BUDGET PLAN FOR THE OFFICE; PROVIDE LEADERSHIP AND MOBILIZE SUPPORT FOR SCHOOL SYSTEM.**		
3C01		Direct the preparation of an annual budget plan based upon Board approved budget preparation model.		→
3C02		Submit annual budget plan to Board of Education, City Council and appropriate Congressional committees.		→
3C03		Represent School System in budget hearings.		
3C04		Direct the development of responses to questions raised by the Board of Education, City Council and Congressional committees.		→
3C05		Prepare and disseminate budget information to various publics.		→
3C	Deputy Superintendent	**PREPARE ANNUAL BUDGET PLANS FOR THE PLANNING PERIOD SY 1983-87 IN CONJUNCTION WITH THE RULES OF THE BOARD OF EDUCATION.**		
3C01		Prepare and submit annual budget plan for the planning period SY 1983-1987.	→	
3C02		Develop and submit the program plan for adult education as required by P.L. 91-230 to the U.S. Department of Education.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 3C: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
3C	Instruction	**DEVELOP ANNUAL BUDGET PLANS FOR THE PLANNING PERIOD SY 1983-87 IN ACCORDANCE WITH THE RULES OF THE BOARD OF EDUCATION.**		
3C01		Determine annual budget requirements for the office and divisions.		→
3C02		Prepare and submit annual budget plans to Budget Division.		→
3C03		Implement on-going programs based on appropriated and non-appropriated funds.		→
3C04		Facilitate the linkage of the budget and the Comprehensive Education Plan.		→
3C	Special Services and State Affairs	**DEVELOP ANNUAL BUDGET PLANS FOR THE MULTI-YEAR PLANNING PERIOD SY 1983-87 IN ACCORDANCE WITH RULES OF THE BOARD OF EDUCATION.**		
3C01		Prepare and recommend proposed FY 1986-87 budget for all organizational units of the Office for Special Services and State Affairs.		→
3C	Management Services	**DEVELOP ANNUAL BUDGET PLANS UTILIZING THE ZERO-BASED BUDGET MODEL FOR THE OFFICE AND DIVISIONS.**		
3C01		Determine annual resource requirements for each division.	→	
3C02		Revise multi-year budget plans based upon current year economic information.		→

336

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 3C: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
3C03		Submit annual budget documents based on Board approved budget preparation model.		➡
3C04		Coordinate ongoing services to implement budget.		➡
3C05		Review and implement ongoing assessment procedures to improve budget execution.		➡
3C06		Refine all aspects of the Zero-Based Budget Management System (ZBBMS).		➡
3C07		Link the Budget and the Comprehensive Education Plan.		➡

QUALITY ASSURANCE

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 4A: Utilizing available staff and resources, the Superintendent will identify research issues and direct the design and implementation of educational research projects which support the priority areas of the school system.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
4A	Superintendent	PROVIDE SYSTEMATIC RESEARCH SERVICES IN THE PRIORITY AREAS AS DETERMINED BY THE SUPERINTENDENT AND AS EVIDENCED BY REPORTS/DOCUMENTS SUBMITTED TO SUPERINTENDENT.		
4A01		Collect and compile historical, comparative and projective data.		→
4A02		Design and conduct research studies on the school system's programs and operations.		→
4A03		Coordinate outside research activities.		→
4A04		Provide technical assistance in the area of research.		→
4A05		Identify issues and conduct research studies which relate to the assessment of students and the achievement performance of schools.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 4B: Using available staff and resources, the Superintendent will design and implement an accountability system which provides for a more objective and effective evaluation of personnel and programs.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
4B	Superintendent	**PROVIDE SYSTEMATIC EVALUATION SERVICES IN THE PRIORITY AREAS AS DETERMINED BY THE SUPERINTENDENT AND AS EVIDENCED BY REPORTS AND/OR DOCUMENTS SUBMITTED TO THE SUPERINTENDENT.**		
4B01		Maintain the evaluation system for the evaluation of priority objectives and student achievement.		→
4B02		Design and conduct evaluation studies in regular and specially funded programs.		→
4B03		Provide technical assistance in the areas of evaluation design, theory and implementation.		→
4B04		Coordinate outside evaluation studies.		→
4B05		Monitor the evaluation of the Writing to Read Program being piloted by JHM Corporation.		→
4B06		Design and conduct the evaluation of ECIA Chapters 1 and 2.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5B: Under the direction and leadership of the Superintendent, DCPS will explore the feasibility of establishing public/private partnerships for potential involvement in designing and implementing educational programs.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
5B	Superintendent	EXPLORE THE FEASIBILITY OF ESTABLISHING NEW PUBLIC/PRIVATE PARTNERSHIPS.		
5B01		Research employment trends and identify areas of employment opportunities.		→
5B02		Identify additional career options for secondary school students.		→
5B03		Seek potential private support for identified additional career options.		→
5B04		Expand and further develop existing areas of cooperation/ partnership.		→
5B05		Identify/negotiate new areas for partnership.		→
5B	Instruction	EXPLORE THE FEASIBILITY OF ESTABLISHING PUBLIC/PRIVATE PARTNERSHIPS TO DESIGN AND IMPLEMENT EDUCATIONAL PROGRAMS THAT IMPROVE EDUCATIONAL AND CAREER OPTIONS FOR SECONDARY SCHOOL STUDENTS.		
5B01		Collaborate with the Office of the Superintendent in exploring the feasibility of establishing new public/private partnership programs.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 4C: In accordance with the Rules of the Board of Education, and the ongoing assessment and evaluation of the instructional program and student achievement, the Superintendent will establish and implement an approved citywide testing program.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
4C	Superintendent	DEVELOP AND IMPLEMENT A CITYWIDE STUDENT ASSESSMENT PROGRAM BASED ON THE INSTRUCTIONAL OBJECTIVES OF THE SCHOOL SYSTEM.		
4C01		Implement the expanded and updated components of the citywide assessment program.		→
4C02		Continue efforts to develop/select assessment instruments in specific curricular and program areas.		→
4C03		Coordinate the Special Assessment Program.		→
4C04		Interpret test results and provide appropriate assessment reports.		→
4C05		Develop in-house scoring procedures for tests administered in the schools.		→
4C06		Provide technical assistance and score reports upon request.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 4D: Utilizing available resources, the Superintendent will survey the state-of-the-art in educational technology in support of the improvement of student achievement, classroom instruction and management.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
4D	Superintendent	**PROVIDE LEADERSHIP AND GUIDANCE IN THE ADOPTION AND USE OF EDUCATIONAL TECHNOLOGY FOR CLASSROOM INSTRUCTION, CLASSROOM MANAGEMENT AND ADMINISTRATION.**		
4D01		Provide research reports on applications of educational technology in improving student achievement, classroom instruction and management.		→
4D	Instruction	**RESEARCH STATE-OF-THE-ART EDUCATIONAL TECHNOLOGY IN SUPPORT OF EDUCATIONAL PROGRAMS.**		
4D01		Survey and disseminate state-of-the-art technology in support of educational programs.		→

RESOURCE DEVELOPMENT

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5A: In accordance with federal, state, and local regulations, the Superintendent will administer state level block grant programs and monitor the distribution of funds and operation of programs by local education agencies.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5A	**Superintendent**	**ENSURE THE EFFECTIVE AND TIMELY DELIVERY OF SERVICES TO STUDENTS UNDER STATE LEVEL GRANT PROGRAMS.**		
5A01		Ensure compliance with federal block grant regulations and requirements.		→
5A02		Ensure the equitable distribution and delivery of specialized and supportive services to students.		→
5A03		Conduct student-parent surveys to determine eligibility for Impact Aid funds.		→
5A	**Special Services and State Affairs**	**IMPLEMENT AN ACCOUNTABILITY MODEL IN THE OSSSA TO ENSURE THE EFFECTIVE AND TIMELY DELIVERY OF APPROPRIATE SPECIALIZED AND SUPPORTIVE SERVICES TO STUDENTS, AS WELL AS ADMINISTRATIVE OFFICES, DIVISIONS, REGIONS AND SCHOOLS.**		
5A01		Establish and implement a system and procedure to monitor and evaluate both L.E.A. and S.E.A. programs funded under block and other discretionary grants.		→
5A02		Establish a regimen and timetable to ensure quality and timely delivery of programs and services.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5A	Management Services	PROVIDE TECHNICAL ASSISTANCE FOR THE ADMINISTRATION OF STATE BLOCK GRANT PROGRAMS.		
5A01		Install internal control procedures which will identify and account for grant funds.		→
5A02		Revise administrative procedures for the management of grant funds.		→

350

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5C: Recognizing the need to upgrade skills, and within available resources, the Superintendent will provide in-service training opportunities for instructional, administrative, and support staff.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5C	Instruction	PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ADMINISTRATIVE, INSTRUCTIONAL AND EDUCATIONAL SUPPORT STAFF.		
5C01		Provide in-service training opportunities for school system personnel.		→
5C02		Actively participate in professional organizations and associations.		→
5C03		Plan and implement the annual Superintendent's Conference for administrators and supervisors.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5D: Under the leadership and direction of the Superintendent, and through the concerted efforts of offices, divisions, and regions, prepare and submit to the Board of Education a zero-base budget for SY 1984 and annual budgets for the multi-year period, SY 1983-87.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5D	Management Services	PREPARE ZERO-BASED BUDGET AND ANNUAL BUDGETS FOR THE MULTI-YEAR PERIOD SY 1983-87.		
5D01		Provide technical/clerical assistance in preparing and disseminating the zero-base budgets.		→
5D02		Provide technical/clerical assistance in preparing and disseminating the annual budgets for the multi-year period of school years 1983-87.		→
5D03		Obtain necessary preliminary submissions from applicable units and divisions in the Office of Management Services.		→
5D04		Obtain concurrence on school finance formula.		→
5D05		Implement ongoing assessment procedures to improve budget execution.		→
5D06		Refine all aspects of the Zero-Base Budgeting Management System (ZBBMS).		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5E: Recognizing the necessity for coordination and cooperation between publicly-supported educational institutions in the District of Columbia, the Superintendent will further develop the partnership between the University of the District of Columbia and the public school system.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5E	Superintendent	FURTHER DEVELOP THE PARTNERSHIP BETWEEN THE UNIVERSITY OF THE DISTRICT OF COLUMBIA AND THE PUBLIC SCHOOL SYSTEM.		
5E01		Identify/negotiate new areas for cooperation with the University of the District of Columbia.		→
5E	Instruction	ESTABLISH AND IMPLEMENT PROGRAMS WHICH PROVIDE A WORKING RELATIONSHIP BETWEEN THE UNIVERSITY OF THE DISTRICT OF COLUMBIA AND THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS.		
5E01		Extend and support the existing liaison, cooperation, coordination and collaboration with the University of the District of Columbia.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5F: **In recognition of the primary importance of personnel to the effective functioning of the schools, the Superintendent will maximize the use of personnel through improved supervision, effective personnel procedures, and increased opportunities for staff development.**

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5F	Superintendent	**IMPROVE THE EFFECTIVE FUNCTIONING OF THE EXECUTIVE OFFICE THROUGH IMPROVED SUPERVISION, PROCEDURES, AND INCREASED OPPORTUNITIES FOR STAFF DEVELOPMENT.**		
5F01		Review status of assignments, quality of reports, memoranda, correspondence, etc.		→
5F02		Examine/modify internal office procedures as needed.		→
5F03		Provide in-service/professional development opportunities for officers and clerical staff.		→
5F#2	Superintendent	**DEVELOP AND IMPLEMENT A BALANCED AND COMPREHENSIVE SYSTEM TO RECOGNIZE AND AWARD EXEMPLARY PERFORMANCE THROUGH MONETARY AND PROFESSIONAL INCENTIVES.**		
5F04		Implement and maintain a school improvement Incentive Award Program to recognize and encourage school improvement by school staff.		→
5F05		Implement and maintain the Superintendent's Incentive Awards Program to provide recognition for outstanding teachers.		→
5F06		Develop a plan for selecting and inducting new teachers during SY 1985-86.	→	

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5F: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5F07		Implement and maintain a differentiated staff plan that utilizes the talents and skills of expert and experienced teachers.		→
5F	Deputy Superintendent	**UTILIZE PERSONNEL MORE EFFECTIVELY THROUGH IMPROVED SUPERVISION, STRICTER ADHERENCE TO PERSONNEL PROCEDURES AND INCREASED STAFF DEVELOPMENT.**		
5F01		Establish procedures for closer monitoring of educational programs.		→
5F02		Implement improved personnel procedures.		→
5F03		Coordinate and implement plans for in-service opportunities for secondary principals with the Office of Instruction and Division of Staff Development.	→	
5F04		Implement program of hearing officer selection, training and staff development.	→	
5F05		Coordinate and implement the proposed plans for the Principals' Center.		→
5F	Instruction	**IMPLEMENT AN ACCOUNTABILITY MODEL WHICH WILL ENSURE THE EFFECTIVE FUNCTIONING OF SCHOOLS.**		
5F01		Establish a comprehensive program of staff development and in-service training for identified groups in all areas targeted by the Superintendent.	→	

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5F: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
5F02		Improve supervisory practices.		→
5F03		Establish and improve procedures for monitoring educational programs.		→
5F	Special Services and State Affairs	**IMPLEMENT A PROCESS FOR THE ACCREDITATION OF TEACHER EDUCATION PROGRAMS, SUBMIT PROPOSED LICENSES FOR ET-15 EMPLOYEES, AND MONITOR FOR COMPLIANCE WITH THE RULES OF THE BOARD AND THE RE-CERTIFICATION OF TEACHERS AND ADMINISTRATORS.**		
5F01		Implement a process and procedure for the accreditation of teacher preparation and in-service training programs pursuant to the Board Rules.		→
5F02		Review all ET-15 licenses and recommend revisions to the Board of Education for final rule making.	→	
5F03		Monitor compliance with Rules of the Board of Education pertaining to re-certification of teachers and officers within prescribed timelines.		→
5F04		Establish a program to process the certification requests of all educational personnel in the District of Columbia.		→
5F	Management Services	**MAXIMIZE THE USE OF PERSONNEL THROUGH EFFECTIVE PROCEDURES AND INCREASED STAFF DEVELOPMENT.**		
5F01		Provide training for appropriate personnel in computer technology.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 5F: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
5F02		Develop written standard operating procedures for each division.	➡	
5F03		Develop performance evaluation system based on management-by-objectives.	➡	
5F04		Review, design and implement improved supervisory and personnel procedures.	➡	

COMMUNITY RELATIONS/BOARD OF EDUCATION

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 6A: The Superintendent will keep the Board of Education and various DCPS constituencies informed on the issues, needs and operations of the District of Columbia Public Schools.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
6A	Superintendent	KEEP THE BOARD OF EDUCATION AND VARIOUS DCPS CONSTITUENCIES INFORMED ON THE ISSUES, NEEDS AND OPERATIONS OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS.		
6A01		Submit timely board reports, memoranda, bulletins, news releases, general publications and other information as required.		→
6A02		Prepare and disseminate informational materials about school system operations and special services to parents and other citizens.		→
6A	Deputy Superintendent	PROVIDE INFORMATION TO THE BOARD OF EDUCATION AND OTHER PUBLIC SCHOOL CONSTITUENCIES ON THE NEEDS AND OPERATIONS OF THE SCHOOL SYSTEM.		
6A01		Submit timely board reports, memoranda, bulletins, newsletters, news releases, general publications and other information as required.		→
6A	Instruction	PROVIDE INFORMATION ON THE ISSUES, NEEDS AND OPERATIONS OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS TO THE BOARD OF EDUCATION AND VARIOUS CONSTITUENCIES.		
6A01		Provide information about Multi-Year Education Plan and annual updates to parents, citizens and other interested groups.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 6A: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
6A02		Provide national recogniton of DCPS through publications, dissemination of DCPS documents, entry in competitions, correspondence and other activities.		➡
6A	Special Services and State Affairs	**PROVIDE INFORMATION TO THE BOARD OF EDUCATION ON THE NEEDS OF THE HANDICAPPED, ADULTS AND OTHER STUDENTS WITH SPECIAL NEEDS.**		
6A01		Submit timely board reports, memoranda, bulletins, news releases, general publications and other information as required.		➡
6A	Management Services	**DEVELOP METHODS OF INFORMING THE BOARD OF EDUCATION AND SCHOOL SYSTEM CONSTITUENCIES CONCERNING SIGNIFICANT ISSUES.**		
6A01		Prepare semi-annual management report of plans, problems, and status.		➡
6A02		Conduct and prepare audits and reports.		➡
6A03		Establish procedures and disseminate information to the school community on OMS successes, problems, issues and changes.		➡

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 6B: The Superintendent will support and advocate the policies of the Board of Education to the staff and the public.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
6B	Superintendent	SUPPORT AND ADVOCATE THE POLICIES OF THE BOARD OF EDUCATION TO THE STAFF AND THE PUBLIC.		
6B01		Disseminate directives and memoranda directly related to Board policies.		→
6B02		Monitor the implementation of Board policies.		→
6B03		Actively work to improve morale through recognition of outstanding talent and performance among students and personnel, and through the promotion of program successes.		→
6B	Deputy Superintendent	SUPPORT AND ADVOCATE BOARD POLICIES TO SCHOOL STAFF AND PUBLIC.		
6B01		Disseminate directives and memoranda directly related to Board policies.		→
6B02		Monitor the implementation of Board policies.		→
6B03		Discuss Board policies in staff meetings and citizen forums.		→
6B04		Disseminate written information regarding Board policies to parents.		→
6B05		Receive and bring to appropriate conclusion hearing requests as provided by Chapter IV (Board Rules).		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 6B: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
6B	**Instruction**	**SUPPORT AND ADVOCATE BOARD POLICIES TO STAFF AND PUBLIC.**		
6B01		Disseminate directives and memoranda directly related to Board policies.		→
6B02		Represent the policies of the Board at meetings with the community, district and federal governments, private industry, and other school systems.		→
6B03		Provide parents of secondary students with a grading and promotion policy handbook.		→
6B04		Support and implement the policies of the Board through negotiations, contracts, letters of agreement, Public/Private Partnerships, publications and other written documents.		→
6B	**Special Services and State Affairs**	**SUPPORT AND ADVOCATE BOARD POLICIES TO STAFF AND PUBLIC.**		
6B01		Disseminate directives and memoranda directly related to Board policies and monitor their implementation.		→
6B	**Management Services**	**ADVOCATE BOARD OF EDUCATON POLICIES TO STAFF AND PUBLIC.**		
6B01		Submit timely and accurate reports to the Board of Education and constituent groups.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 6C: The Superintendent will increase opportunities for community participation in the educational process.

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	TIME FRAME SY 87
6C	**Superintendent**	**INCREASE OPPORTUNITIES FOR COMMUNITY PARTICIPATION IN THE EDUCATIONAL PROCESS.**		
6C01		Continually seek the involvement and support of the community in public education in the District.		→
6C02		Encourage offices, divisions and regions to extend and enhance cooperation and collaboration with appropriate community organizations.		→
6C	**Deputy Superintendent**	**INCREASE OPPORTUNITIES FOR COMMUNITY PARTICIPATION IN THE EDUCATIONAL PROCESS.**		
6C01		Develop and implement plans for increased involvement by parents and the community in both central administration and local school affairs.		→
6C	**Instruction**	**EXPAND AND INCREASE OPPORTUNITIES FOR COMMUNITY PARTICIPATION IN THE EDUCATIONAL PROCESS BY KEEPING PARENTS AND THE COMMUNITY INFORMED OF THE OPERATION OF THE SYSTEM AND BY SUPPORTING THE POLICIES OF THE BOARD.**		
6C01		Collaborate with local PPP programs sites and regional offices to provide parents and community the opportunity to participate in local programs.		→
6C02		Plan and coordinate the implementation of systemwide American Education Week activities.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 6C: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
6C	Special Services and State Affairs	**DEVELOP, ESTABLISH, AND IMPLEMENT PROGRAMS FOR COMMUNITY AWARENESS AND ADVOCACY TO SUPPORT THE GOALS AND OBJECTIVES OF THE SCHOOL SYSTEM WITH RESPECT TO THE HANDICAPPED, ADULTS AND OTHER STUDENTS WITH SPECIAL NEEDS.**		
6C01		Extend and enhance existing liaisons, cooperation, coordination and collaboration with appropriate branches, divisions and community organizations.		→
6C02		Establish and implement a process and procedure for the resolution of complaints related to identification, assessment and placement of handicapped.		→
6C03		Develop and maintain a current data base on all volunteers and volunteer organizations, and their projects within the system.		→
6C04		Increase the number and kind of available voluntary resources to support and enrich instruction.		→
6C05		Expand and enhance orientation/training opportunities for volunteers and staff working with volunteers.		→
6C06		Develop and implement monitoring systems for volunteers and ensure compliance with Board Rules and administrative guidelines.		→

LONG RANGE AND INTERMEDIATE OBJECTIVES NETWORK

Superintendent's General Objective (SGO) 6C: (Continued)

LRO/IO NUMBER	ACCOUNTABLE OFFICE	LONG RANGE AND INTERMEDIATE OBJECTIVE(S)	TIME FRAME SY 86	SY 87
6C	**Management Services**	**INCREASE OPPORTUNITIES FOR COMMUNITY PARTICIPATION.**		
6C01		Develop resourceful means of involving the community and utilizing its management expertise.		➡
6C02		Utilize applicable management resources which are available from other jurisdictions.		➡

AUTOMATED MONITORING SYSTEM

Automated Monitoring System

Monitoring of the Multi-Year Comprehensive Education Plan, SY 1983-87 and the annual update for SY 1985-86 will be accomplished through the utilization of the on-line computerized tracking system developed in 1982 by the Division of Program Development and Planning (DPDP) and the Division of Information Resource Management (DIRM). The updated system will be used by each of the five (5) major offices to enter status codes indicating the progress toward completion of critical tasks at specified quarterly monitoring intervals.

The automated monitoring system is facilitated by computer software called MAPPER (MAintaining, Preparing and Producing Executive Reports). MAPPER allows users to manipulate data, display the results and quickly generate printouts of critical tasks to meet systemwide, office, divisional or branch reporting requirements.

The MAPPER "header" below graphically illustrates the parts of the monitoring report where data can be entered on each critical task:

MAPPER HEADER

INTER. OBJ	RESP. UNIT	PLAND. END DATE	REVISED. END DATE	ACTUAL. END DATE	S. C. 1.	S. C. 2.	S. C. 3.	S. C. 4.	CR. NO.	CRITICAL TASKS	COMMENTS
			①	②	③						④

The major areas to be updated each quarter include: 1) revised end date, 2) actual end date, 3) status code, and 4) comments. The five major offices adhere to the following guidelines in updating their plans each quarter:

1. **REVISED END DATE:** When a task has not been completed, and the original planned end date must be revised for unforeseen reasons, a revised end date is entered with the approval of the appropriate office head. The revised end date then becomes the new projected completion date for that critical task.

2. **ACTUAL END DATE:** When a task has been completed, the date of completion is entered. Dates are written as 6-digit numbers in the sequence of year-month-day, i.e., February 28, 1986 is written as 860228. The code for quarterly tasks is 001234, and the code for ongoing/monthly is 000012. This feature permits the rapid retrieval of information according to the year, quarter, month or day due.

3. **STATUS CODES:** For each critical task listed in the Office Education Plan, a status code must be entered for each quarterly reporting period. The vertical notation "S C 1" is the position for reporting the status code for the first quarter, "S C 2" is the position for reporting the status code for the second quarter, etc. One of the following codes should be entered each quarter:

Code	Definition	General Guidelines
A	Ahead of Schedule	This code should be used when a task is being accomplished ahead of the original planned end date reported in the published document.
B	Behind Schedule	Indicates that work on a critical task is behind the original planned end date as was reported in printed document. A "B" status code is normally accomplished by a revised end date to show the new projected completion date for a critical task.
C	Completed	Indicates that a task is completed. The column "Actual End Date" should contain the exact date of completion of the critical task.
D	Deleted	Indicates that a task has been deleted. An explanatory remark is then entered in the "Comments" section of the report.
O	On Schedule	Indicates that a task is projected to be completed on the planned end date, or for an ongoing task (000012) that it will be carried over to the next quarter or next year.

4. **COMMENTS:** Explanatory comments are required for critical tasks that are behind schedule or deleted.

Monitoring reports for SY 1985-86 Office Education Plan will be due as follows:

Due Dates	Report Period
October 15, 1985	July 1 - September 30
January 16, 1986	October 1 - December 31
April 15, 1986	January 1 - March 31
July 15, 1986	April 1 - June 30

Each office is responsible for monitoring and updating its education plan each quarter. Monitoring the plan will:

- Provide documentation of the planning process;
- Provide an efficient and effective means for each office to report progress in implementing long range objectives and critical tasks;
- Supply information to each responsible unit about its responsibilities; and,
- Yield information needed by each office to identify quickly and accurately activities which are "off plan".

The automated monitoring and planning system is expected to assist in keeping planning and implementation on schedule and to assure interface and coordination of related activities.

APPENDICES

SCHOOL CALENDAR

DISTRICT OF COLUMBIA SCHOOL CALENDAR, 1985-86

1985

Teacher Days for Staff Development, Orientation and Program Planning	Wednesday, August 28 through Friday, August 30
First Day of School for Students (Full Day)	Tuesday, September 3
Columbus Day (Holiday)	Monday, October 14
Veterans' Day (Holiday)	Monday, November 11
Thanksgiving (Holiday - November 28)	Thursday, November 28 and Friday, November 29
Winter Vacation (Holiday - December 25)	Monday, December 23 through Wednesday, January 1

1986

New Year's Day (Holiday)	Wednesday, January 1
Martin Luther King, Jr. (Holiday)	Monday, January 20
Last Day of School for Students: First Semester	Friday, January 24
Teacher Record Keeping (Half Day), Staff Development (Half Day) - Students not in school	Monday, January 27
First Day of School for Students and Teachers: Second Semester	Tuesday, January 28
George Washington (Holiday)	Monday, February 17
Citywide Teachers' Convention - Students not in school	Thursday, March 20
Spring Vacation	Monday, March 31 through Friday, April 4
Memorial Day (Holiday)	Monday, May 26
Last Day of School for Students: Second Semester	Friday, June 13
Teacher Days for Record Keeping, Staff Development and Planning (Full Days)	Monday, June 16 through Wednesday, June 18

"WELCOME TO OUR SCHOOLS"	Tuesday, April 1 through Wednesday, April 30

Registration and orientation days for new entrants to D.C. Public Schools for School Year 1986-1987

DATES OF ADVISORY ENDINGS	NUMBER OF DAYS	NUMBER OF SESSIONS
1985 - First Advisory - November 6, 1985	46	92
1986 - Second Advisory - January 24, 1986	45	90
Total, First Semester	91	182
Third Advisory - April 9, 1986	45	90
Fourth Advisory - June 13, 1986	46	92
Total, Second Semester	91	182
Total, School Year	182	364

School is in session for:	Students	Teachers
Elementary	9:00 a.m. - 3:00 p.m.	8:30 a.m. - 3:30 p.m.
Junior High	9:00 a.m. - 3:00 p.m.	8:30 a.m. - 3:30 p.m.
Senior High	9:00 a.m. - 3:00 p.m.	8:30 a.m. - 3:30 p.m.
Career Development	9:00 a.m. - 3:00 p.m.	8:30 a.m. - 3:30 p.m.

EMERGENCY CLOSINGS/MAKE-UP DAYS

Whenever it is necessary to make up school days, the spring vacation will be shortened or the school year extended.

Commemorative Days
(Schools Open)

World Peace Day	Monday, September 16, 1985
Parent Educator Unity Day	Friday, September 20, 1985
American Education Week	November 17-23, 1985
Black History Month	February 1-28, 1986
Chinese/Vietnamese New Year	Sunday, February 9, 1986
National Vocational Education Week	February 9-15, 1986
Abraham Lincoln's Birthday	Wednesday, February 12, 1986
Jose de San Martin Day	Tuesday, February 25, 1986
Music in Our Schools Month and Annual Jazz Piano Competition	March 1-31, 1986
National Women's History Week	March 2-8, 1986
Myrtilla Miner Day	Monday, March 3, 1986
Wilmington 10 Day	Monday, March 17, 1986
Paul Robeson Day	Wednesday, April 9, 1986
Junior Achievement Day	Friday, April 18, 1986

Commemorative Days (continued)

Edward Kennedy "Duke" Ellington Day ..... Monday, April 28, 1986

Mary McLeod Bethune Week ..... May 18-24, 1986

Malcolm X Day ..... Monday, May 19, 1986

Mary Church Terrell Day ..... Wednesday, June 4, 1986

(Commemorative Days will be properly observed in accordance with instructions from Regional Offices).

Adult Education Centers

Adult Basic Education: (in session September 5, 1985 through June 20, 1986)

Franklin A.E.C., Project CALL (Armstrong Center), Gordon Adult Center

Carnegie Unit Programs: (in session September 5, 1985 through June 20, 1986)

Adult Education Center
Armstrong

Evening Schools
Ballou
Roosevelt

Alternative Programs
Spingarn STAY
Washington-Dix Street Academy (closes July 31, 1986)

Certificate Programs: (in session September 5, 1985 through June 20, 1986)

Career Development Evening Centers
Bell, Chamberlain, Phelps and Penn Center

Community School Programs: (in session October 1, 1985 through June 6, 1986)

Beers, Bruce-Monroe, Bunker Hill, Fort Lincoln, Friendship, Logan, Marie Reed, River Terrace, Shaw, Takoma, Washington Highland, Winston, Coolidge and H.D. Woodson

Community School Summer Programs: To be announced

Community Based Organizations: (Satellite Programs) To be announced

** Approved by The Board of Education on May 15, 1985 at its regular meeting.

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